36430

National Library of Canada | Bibliothèque nationale du Canada

CANADIAN THESES ON MICROFICHE | THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR/*NOM DE L'AUTEUR* Joseph Stephen MacLellan

TITLE OF THESIS/*TITRE DE LA THÈSE* Goals, Organization, and Practices in an Innovative High School: A Case Study

UNIVERSITY/*UNIVERSITÉ* University of Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/ *GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* Master of Education

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1978

NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE* R.C. Bryce

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/*DATÉ* March 31, 1978 SIGNED/*SIGNÉ* J. S. MacLellan

PERMANENT ADDRESS/*RÉSIDENCE FIXÉ* P.O. Box 964,
Westlock, Alberta

NL-91 (3-74)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

THE UNIVERSITY OF ALBERTA

GOALS, ORGANIZATION, AND PRACTICES IN AN INNOVATIVE HIGH SCHOOL: A CASE STUDY

by

JOSEPH STEPHEN MACLELLAN

(C)

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SPRING, 1978

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Goals, Organization and Practices in an Innovative High School: A Case Study" submitted by Joseph Stephen MacLellan in partial fulfilment of the requirements for the degree of Master of Education.

R. S. Boyce
Supervisor

R. D. McIntosh

K. G. Jacknicke

Date March 17, 1978

ABSTRACT

The purpose of this study was to investigate and describe the changing practices in a developing, innovating high school (M.E. LaZerte Composite High School, Edmonton, Alberta). Eight broad areas were studied: original practices perceived to be unique, innovators and theoretical influences seen to have shaped the school, strategies and provisions arranged to establish and maintain the school, the perceived current innovativeness of the school, the attitudes of staff members to current goals, the distinctiveness of staff roles, influences inside and outside the system which have caused changes in school practices, the future character of the school - more conventional, or less conventional.

This study employed the case study method. The data were gathered from printed materials and personal contacts. Interviews were conducted with a representative sample of teachers and administrators. Printed materials included minutes of staff meetings, school discussion papers, course outline booklets, and Edmonton Public School Board publications.

The findings of this study reveal that the majority of teachers perceive the attempts at LaZerte to individualize instruction and implement the teacher-advisor concept as unique directions in education.

About one-half of the interviewees were unaware of particular theoretical influences which affected the school in its early stages.

The majority of respondents believe that LaZerte is an innovative school. Over ninety percent of those interviewed mentioned that the principal had created a climate that encouraged innovation.

Approximately fifty percent of the respondents indicated that current goals at LaZerte are consistent with the stated goals. About seventy-five percent of those interviewed believed that teachers and curricular associates in LaZerte have greater freedom regarding classroom decision-making than their counterparts in conventional schools.

Budget reductions were the most frequently cited influences inside the school system affecting school practices.

About fifty percent of those interviewed expressed the opinion that LaZerte was becoming a less conventional school. Approximately one-third of the respondents were undecided regarding the educational direction of the school.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to the persons who contributed to the completion of this thesis.

Dr. R.C. Bryce, my committee chairman, for his constructive criticism and constant encouragement to bring this study to completion; Dr. R.G. McIntosh for his support and creative ideas, especially in the early stages of the study; Dr. K.G. Jacknicke for his interest and helpful suggestions; Principal R.P. Baker and teachers of M.E. LaZerte Composite High School for their generous co-operation; Mrs. Joan Theander who efficiently typed this thesis; my wife Frances for all the usual reasons and more; our children Ronald, Margaret Ann, Gillian, and Gerard, for the inspiring sparkle of youth; my parents Ronald and Margaret for life itself and so many precious lessons.

TABLE OF CONTENTS

Page

ABSTRACT iv

ACKNOWLEDGEMENTS vi

TABLE OF CONTENTS. vii

LIST OF TABLES xiii

Chapter

1. DISCUSSION OF THE PROBLEM. 1

INTRODUCTION 1

M.E. LAZERTE COMPOSITE HIGH SCHOOL 2

The Purpose. 3

Assumptions. 3

Delimitations. 4

Limitations. 4

Significance of the Study. 4

The Nature and Method of Study 5

SUMMARY. 5

2. REVIEW OF THE LITERATURE 6

INTRODUCTION 6

RECENT STUDIES AT M.E. LAZERTE COMPOSITE HIGH SCHOOL. 6

Winton's Study 6

Johnson's Study. 10

Muzyka's Study 10

Baker's Study. 11

SUMMARY. 12

Chapter Page

3. RESEARCH DESIGN 13

CASE STUDY. 13

Data Collection 13

Interviews. 14

SUMMARY 15

4. GOALS, ORGANIZATION, AND PRACTICES. 16

INTRODUCTION. 16

EXPERIENCE AT M.E. LAZERTE COMPOSITE HIGH SCHOOL. 16

UNIQUE DIRECTIONS IN INSTRUCTION. 17

Unique Directions 18

Directions Unclear. 19

EARLY INNOVATORS. 20

THEORETICAL INFLUENCES. 21

STRATEGIES USED TO ESTABLISH THE SCHOOL . . 22

PROVISIONS TO FACILITATE ACHIEVEMENT OF GOALS. 26

Inadequate Teacher's Time 26

Adequate Facilities and Equipment 28

Inadequate Facilities 29

Inadequate Numbers of Staff 29

Inadequate Commitment 30

Inadequate Clerical Provisions. 31

Inadequate Administrative Support 31

INNOVATIVE SCHOOL 32

Principal and Administrators Open to Change. 32

CORE and Other Special Programs 32

Chapter Page

Individualized Instruction and Learning Packages 33

Difficulties in Individualized Instruction. 35

Science Department 36

Continuous Progress Policy 37

Student-Teacher Relationships. 38

English Department 39

Business Education Department. 41

Involvement of Parents 42

Textbook Rental Plan 43

Resource Centers 43

Physical Structure 45

Flexible Scheduling. 45

The Londonderry Child Development Center 45

LAZERTE AND THE COMMUNITY. 48

CORE Program 48

Work Experience and Work Study 48

Field Trips. 49

Resource People. 49

Child Development Center Parents 49

CURRENT GOALS (Spring 1974). 49

ATTITUDE OF STAFF MEMBERS TO GOALS 52

DEVELOPMENT OF NEW GOALS 55

STAFF ROLES. 58

ROLE CHANGE. 60

Personal Change. 61

Chapter Page

Change in School Organization 62

Change in Teaching/Administrative Style 62

No Change in Role 62

INSIDE INFLUENCES CAUSING CHANGE. 63

Budget Constraints. 63

Lack of Understanding and Commitment. . . 64

Central Office Changes. 64

The Principalship 65

OUTSIDE INFLUENCES CAUSING CHANGE 65

No Influences Identified. 66

Parental Concern. 66

Attendance Area 67

Public Image of the School. 67

5. WHERE IS LAZERTE GOING? 68

Becoming More Conventional. 68

Undecided 69

Becoming Less Conventional. 70

COMMUNITY ORIENTED EDUCATION (CORE) 71

Outline 72

Student and Parental Involvement. 73

Course Credits. 73

Community Resources 74

Evaluation. 74

Impact of the CORE Program. 74

PROPOSED SPECIAL PROGRAMS 75

THE COMMUNITY SCHOOL. 75

Chapter Page

The M.E. LaZerte Community School Concept 76

Early Community School at LaZerte 76

Developing Community School 76

Community Newspaper 77

6. SUMMARY OF THE STUDY AND DISCUSSION 78

SUMMARY OF THE PROBLEM AND RESEARCH DESIGN. 78

Purpose of the Study. 78

Research Design 79

SUMMARY OF FINDINGS 80

Did LaZerte possess any unique instructional characteristics when you joined the staff? 80

Who were the innovators, what were the theoretical influences that shaped the school? 80

What strategies and provisions were arranged to establish the school? . . . 81

Do you think of LaZerte as an innovative school now?. 81

What are the current goals, what is the attitude of the staff to these goals?. 82

Are staff roles in LaZerte distinctive? Have they undergone change? 82

What influences inside and outside the school system have caused changes in school practices?. 83

Where is LaZerte going, is it becoming more conventional, or becoming less conventional? 83

Goals 83

Chapter Page

Administrative Change 84

Leadership. 84

Teacher-Advisor 84

CORE Program. 85

SUGGESTIONS FOR FURTHER RESEARCH. 86

BIBLIOGRAPHY. 87

APPENDICES. 92

Appendix A Interview Schedule. 93

Appendix B List of Interviewees. 96

Appendix C Community Oriented Education Program 101

Appendix D Canadian Oriented Education Program 109

Appendix E Humanities 20 Proposed Organization. 113

Appendix F Journalism 33 Program Proposed Organization 120

Appendix G Physical Education 20 Experimental Proposed Organization. 122

Appendix H Literature Review 127

Appendix I Status of Innovations at Lazerte in 1978 142

LIST OF TABLES

Table		Page
1.	Classification of Respondents According to Years of Experience in M.E. LaZerte Composite High School	17
2.	Unique Directions Identified by Respondents Upon Joining M.E. LaZerte Composite High School.	18
3.	Innovators in the Early Stages of the School's History Identified by Respondents	20
4.	Summary of Responses to Questionnaire Item 3, "Were the Innovators Influenced by any Particular Educational Theories?"	22
5.	Strategies Used to Establish LaZerte.	23
6.	Adequate and Inadequate Provisions Made to Facilitate Achievement of the School's Goals	27
7.	Summary of Responses to Questionnaire Item 6, "Do You Think of M.E. LaZerte as an Innovative School?"	33
8.	Innovative Features as Perceived by Teachers Listed in Descending Order of Frequency . . .	34
9.	Current Goals at LaZerte as Perceived by Respondents	50
10.	The Attitude of Staff Members to the Current Goals as Perceived by Respondents	53
11.	Summary of Responses to Questionnaire Item 10, "Do You Believe that LaZerte Should Develop New Goals, if so, how could this best be done?	55
12.	Summary of Responses to Questionnaire Item 11, "Do You Consider the Teacher's/Administrator's Role in LaZerte to be Different from that in More Conventional Schools? In What Ways? . .	59

Table | Page

13. Summary of Responses to Questionnaire Item 12, "Has Your Role as a Teacher or Administrator Undergone Change During Your Time in this School? In What Ways has it Changed?". . . . 61

14. Influences Inside the School System Which have Caused Changes in School Practices at LaZerte as Perceived by Respondents. . . . 64

15. Influences Outside the School System Which have caused Changes in School Practices at LaZerte as Perceived by Respondents. . . . 66

16. Summary of Responses to Questionnaire Item 15, "In Your Opinion, Where is LaZerte Going, is it Becoming More Conventional or Becoming Less Conventional?" 69

Chapter 1

DISCUSSION OF THE PROBLEM

INTRODUCTION

Educators today are being challenged to meet the needs of individual students in a society which is undergoing rapid transformation.

Some writers offer penetrating insights into the emergent society, its schools and their influences in the lives of students.

Much of the current writing emphasizes the need for changes in educational matters. According to some writers, schools destroy the natural interest of the young in learning, discourage creative thought, expression and self-reliance. These critics argue that new arrangements must be created, so that young people are given the opportunity to grow as individuals, while they prepare as well as they can for the future. Further, it is suggested that in order to be effective in the process of change, educators must exhibit openness and flexibility to embrace what is valuable from the past and to welcome new ways.

Purpel and Belanger (1972:3) advise educators:

> We must confront the ancient and basic question of what man and society are, what a just society is, how man is fulfilled, and how we can help to realize our visions.

Carl Rogers (1969:304) states:

> A way must be found to develop, within the educational system as a whole, and in each component, a climate conductive to personal growth, a climate in which innovation is not frightening, in which the creative capacities of administrators, leaders and students are nourished and expressed rather than stifled.

In his study of Canadian schools and society Katz (1969:viii) sees a need for educators:

> . . . to think of what will be required, and to observe experiments now being undertaken on the very frontiers of education, where new matrices, new media, new elements and methods of learning are being revealed.

Toffler (1970:399) in his intriguing description of the emerging new society sees education as a hopeless anachronism oriented backward toward a dying system, rather than forward to the future:

> To help avert future shock, we must create a superindustrial education system. And to do this, we must search for our objectives and methods in the future, rather than the past.

According to Worth (1972:36):

> Our institutions for schooling are being left stranded in obsolescence and functioning more from habit than conviction.

M.E. LAZERTE COMPOSITE HIGH SCHOOL

M.E. LaZerte Composite High School opened in the Fall of 1970. In the physical design of the school and in a number of curricular and organizational respects, LaZerte was seen to be an "innovative" high school.* In an

---

*M.E. Lazerte C.H.S. was generally perceived by educators in the Edmonton area as a new school designed to provide a teaching-learning environment where greater individualization of instruction was possible.

earlier study (Winton, 1972) the genesis of LaZerte and its status in its first year of operation were described.

The Purpose

The purpose of this study was to provide a description of an "innovative school" three years after its inception. The school, M.E. LaZerte Composite High School, opened in September, 1970. Specifically, the perceptions of staff members were sought in March 1974 with respect to the following:

1. Did LaZerte possess any unique characteristics with respect to instruction when you joined the staff?
2. Who were the innovators? What were the theoretical influences that affected the School?
3. What strategies and provisions were arranged to establish and maintain the school?
4. Do you think of LaZerte as an innovative school now?
5. What are the current goals and the attitude of the staff to these goals?
6. Are staff roles in LaZerte distinctive? Have they undergone change?
7. What influences inside and outside the school system have caused changes in school practices?
8. Where is LaZerte going, is it becoming more conventional, or becoming less conventional?

Assumptions

For the purposes of this study it was assumed that:

1. The information obtained from school publications, records, and personnel was accurate and faithfully described the school philosophy and practices.

2. The information collected in interviews with school personnel was given in good faith and reflected the attitudes of the interviewees.

3. The personal observations of the researcher accurately represent the school situation.

4. The sample interviewed was sufficiently representative to permit the drawing of conclusions.

Delimitations

This study was delimited in the following ways:

1. No attempt was made to evaluate the school nor to compare it with any other school.

2. The study was delimited to an investigation of the M.E. LaZerte Composite High School during the research time period.

Limitations

This study was limited in the following ways:

1. The information obtained may be of questionable accuracy.

2. Staff turnover made it difficult to obtain complete, detailed information.

3. Fatigue, misunderstanding, deliberate or unconscious errors are factors which may reduce the overall validity and reliability.

Significance of the Study

Today's high school is challenged to adapt to a changing social environment, the rising expectations of society, and advances in instructional technology. Modern educational literature is replete with concern for the development of programs to suit the needs, aptitudes and interests of students. One way to bring this about is to individualize instruction.

Information must be collected and interpreted if one is to understand the organizational qualities of schools and modify the educational experiences of students. The provision of more information to the school being studied would better equip the school leaders to understand the institutional changes and design more suitable school practices.

The Nature and Method of Study

This study employed the case study method because it allows a comprehensive view and description of a complex subject. A semi-structured interview was used. Interviews were conducted with a representative sample of teachers and administrators. Additional information was collected from school board publications, school staff memos and policy statements.

SUMMARY

This chapter has provided an introduction to the study. The remainder of the thesis is organized as follows: A review of the related literature (Chapter 2); an outline of the research procedures (Chapter 3); an analysis of the data (Chapters 4 and 5); and a conclusion with summary and recommendations (Chapter 6).

Chapter 2

REVIEW OF THE LITERATURE

INTRODUCTION

Education is a complex matter. Educational theorists and practitioners today are compelled to draw upon a broad range of supportive insights from a variety of fields of knowledge.

The demands of education lead educators to be both speculative and practical. The authors included in this survey have put forth significant ideas for the improvement of education.

The selected literature dealing with reform in education and the individualizing of instruction has been included in Appendix H.

Information concerning other related studies at M.E. LaZerte Composite High School is presented in this chapter.

RECENT STUDIES AT M.E. LAZERTE COMPOSITE HIGH SCHOOL

Winton's Study

Winton (1972) used the case study method to investigate and describe the program for individualized instruction as it was developing at LaZerte in 1971. The

development of the school was traced, including an eight month period prior to the opening of the school. The study was primarily concerned with examining provisions for individualized instruction and the evolving organizational patterns in relation to the school philosophy.

Perceived Philosophy

Findings by Winton (1972) revealed that there was considerable confusion among teachers regarding the stated philosophy of the school. Teachers frequently interpreted the stated philosophy in terms of means to achieve the philosophy.

Administration

A major provision for individualized instruction was the leadership and flexibility of the school administration. Instructional leadership at the department level was emphasized and there was a focusing of programs on individual student needs.

Teacher Advisor Concept

It was evident that there was some confusion among students and teachers regarding the teacher-advisor concept. In some instances neither students nor teachers appeared to know what was expected of them in this teacher-student small group interaction.

Provisions to personalize the school situation appeared to be generally accepted by both students and staff.

Teachers

Winton (1972) also found that many teachers share a feeling that they lacked expertise and experience with innovative programs. Furthermore, the lack of preparation and inservice programs aggravated this feeling. All teachers considered the lack of time (for production of curricular materials, development of new teaching methods, becoming acquainted with students) to be a major difficulty. Related to this was the widespread difficulty of providing feedback to enable the modification and expansion of programs.

Students

Major student difficulties involved student adjustment to the LaZerte program. The nature of the individualized program demands much reading. This fact made the adjustment to LaZerte especially difficult for students weak in reading skills.

Major Changes

It was noted that a number of organization and curricular changes were made during the planning phase of the school to facilitate individualized instruction. Major changes included the following: the semester plan was changed to a ten-month variable schedule with all subjects arranged in double period blocks of eighty minutes per day; the teacher-advisor concept was modified to give each student the freedom to select his own advisor; and time

frames for the completion of course units were set up.

Teaching Methods

It was found by Winton (1972) that teaching methods evolved over the first year from traditional to more innovative. Teachers experienced role changes, from dispenser of knowledge to helper and resource person. A large proportion of students interviewed changed from passive recipients to active participants in the learning process.

Advantages

The chief advantages of the LaZerte program cited by teachers were the greater freedom to experiment, a feeling of being professional and innovative, and the opportunity to work with other teachers in teams. The chief advantage listed by students was the freedom to set their own pace in learning programs.

Disadvantages

Some teachers regarded the lack of definite philosophy as a major disadvantage. Some students listed as a disadvantage, the lack of immediate teacher pressure and direction. It was apparent that there were contradictions concerning the advantages and disadvantages of the school.

The community school concept involved the community use of school resources. There were unresolved questions regarding areas of responsibility and accountability for community school activities. These questions were related

to the use of school facilities and learning materials and the provision of qualified personnel for community school projects.

Johnson's Study

Johnson (1972) studied the attitudes of high school teachers and students, and the tasks of public education and educational administration. Data were collected in M.E. LaZerte and another composite high school, and compared.

The findings suggested strongly that the innovative school (LaZerte) differed from the comparison school in several respects. There was not sufficient evidence to form conclusions on cause and effect relationships.

An investigation of selected demographic, descriptive and personal characteristics revealed a significant difference between the two groups of teachers concerning the role of the high school student.

There was an important difference between the two groups of students and their values. Innovative students were more futuristic and discipline oriented.

Innovative students indicated that they were more comfortable with teachers. As well, they tended to rate their parents' views of the school more favorably than students from the comparison school.

Muzyka's Study

Muzyka (1972) investigated changes in the prescriptions, attitudes, expectations and values of

teachers and students regarding the tasks of public education.

Data were collected by Muzyka at M.E. LaZerte Composite High School in December, 1970 and December, 1971.

Findings of Muzyka (1972) revealed that teachers were more satisfied with their interactions with students in 1971 than they were in 1970.

Teachers indicated that the principal emphasized the professional decision-making freedom of individual teachers. It is noteworthy that teachers perceived the principal to be lower in production emphasis and thrust in 1971.

Students in 1971 desired a more custodial atmosphere and were less satisfied with various aspects of school program.

The students viewed teachers more favorably in 1971, and were influenced by teachers, school and parents to a greater degree.

Data show that students in 1971 were more "now" oriented and wanted to rise in status above their parents and their peers.

Baker's Study

Baker (1973) in his study examined student perceptions of the teacher-advisor concept and differences perceived by students between counsellors and teachers. The study was conducted in three Edmonton high schools, one of which was M.E. LaZerte.

Baker's findings revealed that students do recognize

differences between counsellors and teachers in the three schools studied.

According to consistent student perceptions, counsellors have more appropriate involvement in the social, personal and vocational areas of concern.

Where significant differences were found in educational concerns, teachers were found to have more appropriate involvement than counsellors.

The effect of assigning a teacher guidance responsibilities and labelling him "teacher-advisor" was found to be nil.

SUMMARY

A brief review was made of four specific studies of M.E. LaZerte Composite High School. The selected literature dealing with reform in education and five instructional models has been included in Appendix H.

Chapter 3

RESEARCH DESIGN

CASE STUDY

The case study approach was taken in this investigation to allow a broad view and description of the origin, nature and possible destiny of an innovative high school.

In the view of Good (1972:328):

> The basic approach of the case study is to deal with all pertinent aspects of one thing or situation, with the unit for study an individual, a social institution, or agency such as a school . . . .

According to Culbertson (1960), the case study approach is a defensible scientific investigation. He mentions some benefits of case research; the ability to view the social unit as a total system, the ability to cast light on a variety of administrative problems, and the ease with which large and complicated institutions can be examined.

Data Collection

Data for this study were gathered throughout a five-week period during February and March, 1974, on a three days per week schedule.

The principal was the researcher's first contact with the school. The principal pledged his support to the research

study. He gave the investigator free access to all facets of school activity. The principal also offered the researcher an office, provided a guided tour of the school and made personal introductions to many staff members.

Two main sources of information provided the data for this research: 1) printed materials, and 2) information collected through personal contacts. Data sources in the first category included school board publications, school staff newsletters, policy statements, student information booklets, and course outlines. The second data source included interviews with teachers and administrators, participation in meetings and classroom discussions, and personal observation of the school situation.

Interviews

Semi-structured interviews were conducted with a representative sample of teachers and administrators. All staff members displayed a great deal of co-operation. Interviews were held in several locations with a view to promoting greater freedom of expression. Staff members were interviewed in offices, the library, resource centers, teachers' workrooms, teachers' lounge, cafeteria, and classrooms. A copy of the interview schedule is contained in Appendix A. The average length of the interviews was fifty-three minutes. Thirty-four out of seventy-six staff members were interviewed during the investigation. Characteristics of the staff sample are shown in Appendix B. In addition, two administrators from the Edmonton Public School

Board central office were interviewed.

Interviewees came from three groups: (1) regular teachers, (2) curricular associates (department heads), (3) administrators. Teachers were chosen selectively according to the department to which they belonged. There was an effort made in the selection of the staff sample to obtain cross sectional representation. An interview was also held with two administrators from the central office of the Edmonton Public School Board. Unstructured interviews with the Edmonton City Parks and Recreation representative in the school, and the LaZerte business manager helped illumine the developing picture of the school.

SUMMARY

This study employed the case research method because it allows a comprehensive view and description of a complex subject. The information was obtained through semi-structured interviews and printed materials. Interviews were conducted in a five-week period during February and March, 1974, on a three days a week schedule.

Chapter 4

GOALS, ORGANIZATION AND PRACTICES

INTRODUCTION

This chapter deals with changing goals, organization and practices at M.E. LaZerte Composite High School as perceived by staff members.

The main source of data for this chapter was the staff interviews, supplemented at certain points by data from other sources - minutes of staff meetings, school district papers, course outline booklets, Edmonton Public School Board publications, interviews with two central office administrators from the Edmonton Public School Board, and personal observation of the school situation.

EXPERIENCE AT M.E. LAZERTE COMPOSITE HIGH SCHOOL

When did you join M.E. LaZerte Composite High School?

This question was designed to determine the years of experience that respondents had in the LaZerte organization.

The selected sample composed of 34 staff members was drawn from a total population of 75 staff members. The sample is representative of the various subject areas, departments, specialist personnel and administration within

the school.

Inspection of Table 1 shows that 23 of the interviewees, about 68%, had been at LaZerte since it opened in 1970. The next largest group in the sample, 6 interviewees, joined the staff in September, 1971. More members interviewed joined the staff in September, 1972. The remaining 2 interviewees came to LaZerte in the Fall of 1973.

Table 1

Classification of Respondents According to Years of Experience in M.E. LaZerte Composite High School

(Random sample of 34 teachers: Spring, 1974)

Response	Number	
	Male	Female
Prior to the opening of the school in 1970	20	3
In September 1971	4	2
In September 1972	3	
In September 1973	2	
TOTAL	29	5

UNIQUE DIRECTIONS IN INSTRUCTION

When you joined LaZerte, what unique directions was it taking <u>in instruction</u>?

This question was put forth to help determine the expectations and the clarity of purpose of the school as

seen by the teachers who joined LaZerte.

Unique Directions

It was most frequently mentioned by interviewees that the individualized instruction attempted at LaZerte constituted a unique direction in education. According to Table 2, the largest group of respondents (19) perceived LaZerte attempts to individualize instruction as a unique

Table 2

Unique Directions Identified by Respondents Upon Joining M.E. LaZerte Composite High School

Response	Frequency of Mention
Implementing individualized instruction	19
Implementing the teacher-advisor concept	14
Implementing some new ideas in secondary education	5
The directions of the school were not clearly defined	2
LaZerte was trying too many innovations	2
More freedom for teachers to devise instructional methods	1
LaZerte was trying to become a community school	1
Trying to facilitate inter-disciplinary co-operation	1
It was an ordinary high school	1

direction in education. It was pointed out that learning occurs in a variety of ways such as one-to-one instruction, a modified form of non-graded continuous progress, small and large group activities, independent study and the use of learning packages.

The second largest group (14) interviewees believed the implementation of the teacher-advisor concept constituted a unique direction in education.

Directions Unclear

A small group (5) interviewees stated that the school was attempting to mobilize some new ideas in education. However, the direction of the school was not clearly understood and members of this group did not specify the new educational ideas which were being implemented.

The remaining responses indicated that teachers perceived a variety of characteristics in LaZerte. The perceived characteristics ranged from too many innovations being tried at LaZerte on the one hand, to a perception on the other hand, that LaZerte was just an ordinary high school.

Winton (1972) in a base-line study, reported that LaZerte administrators emphasized the "student-centered school" concept. This concept recognized individual differences and took into account an extraordinary variety of teaching methods.

EARLY INNOVATORS

Who were the innovators in the early stages of the school's history?

This question was intended to help identify influential individuals in the school's history.

Inspection of Table 3 shows that more than half of the interviewees (19) were unable to identify the innovators in the early stages of the school.

Table 3

Innovators in the Early Stages of the School's History Identified by Respondents

Response	Number of Respondents	Frequency of Mention
I don't know	19	19
Principals and assistant principals	15	40
Central office administration	8	13
Curricular associates	2	2
Teachers	1	2

The remaining (15) interviewees who were able to identify the innovators, most frequently mentioned individuals who were either principals or assistant principals in the developing school. Principals and assistant principals were mentioned as innovators a total of 40 times. Five different school administrators were

perceived to be innovators.

Central office administrators were the second most frequently mentioned group of innovators. The names of four individuals were mentioned a total of 13 times.

Two curricular associates were identified as being innovators. Each individual curricular associate was mentioned once.

Two teachers were nominated as innovators. The name of each innovator was mentioned once.

THEORETICAL INFLUENCES

Were the innovators influenced by any particular educational theories?

This question was placed to determine if the theories of any specific educators could be identified in LaZerte's origins.

As can be seen in Table 4, about half (15) of the interviewees stated that they did not know of any particular educational theories which influenced the innovators in the school's early stages.

The next largest group of respondents (8) indicated that the innovators were not influenced by any particular educational theories. One original teacher at the school commented: "We had nothing to follow and this was a real problem."

About one-third of the interviewees (11) believed that innovators were influenced by educational theories.

Table 4

Summary of Responses to Interview Item 3, "Were the Innovators Influenced by any Particular Educational Theories?"

Response		Frequency of Mention
I don't know		15
Yes:		
Trump Model Schools	6	
Unidentified Schools in the United States	4	
Mixture of many recent ideas in secondary education	1	
Total yes responses		11
No		8
TOTAL		34

Six staff members mentioned that LaZerte was based somewhat on the Trump Model: "They wanted to build a school similar to the Trump Model."

The five remaining responses claimed that LaZerte was patterned after several new schools, mainly in the U.S.A. These respondents did not identify any schools when asked to do so.

STRATEGIES USED TO ESTABLISH THE SCHOOL

What strategies did the innovators use to establish M.E. LaZerte Composite High School?

This question was designed to reveal special resources, conditions and means used to bring the school into being.

Table 5

Strategies Used to Establish LaZerte

Response	Frequency of Mention
Don't know	22 (including 13 teachers who have been at LaZerte since 1970)
Some knowledge of the creation of the school	12 (5 expressed strong feelings regarding follow through by senior administrators in Central Office)

It seems that senior administrators in the central office of the School Board wanted a lighthouse school, a pilot school to attempt new practices in education.

These administrators with innovative ideas were searching for different approaches to learning that had not been tried at the senior high school level in the Edmonton Public School system.

They were interested in carrying through the continuous progress, open area innovations which had been implemented at the elementary level in the mid 1960's.

The first principal-designate was an experienced high school principal who had an interest and experience in developing innovative learning experiences for students.

One of the earliest staff members hired was a teacher with long experience in engineering and construction. He was assigned to the school to work with the architect and contractors during the two year construction phase of the school.

The LaZerte planning committee meetings were continued and problems in terminology arose with the turnover in principals designated to lead the school. The men who succeeded the first appointed principal, had not been members of the planning committee. It took some time for these principals to gain an understanding of the goals, expectations and aspirations of the developing school.

Early in 1970 the administrative roster of the school was filled and a teacher selection committee was formed. Although there was not a large pool of applicants from which to choose, about 90% of the staff members were interviewed prior to appointment in the spring and summer of 1970. Many young and beginning teachers were hired. In one department comprised of nine teachers, the experience levels were as follows:

No. of Teachers	Years of Experience
4	0
2	1
2	2
1	5

The administrators interviewing teachers indicated clearly that extra work would be required in the early

stages of the school. Some staff members went to LaZerte in the spring of 1970 on a part time basis in order to prepare for the opening of the school in September, 1970.

There was a great deal of work involved and it was noted that some principals in established high schools would not release teachers newly appointed to LaZerte. Even though classes and examinations were finished, some teachers were not permitted to attend afternoon sessions at LaZerte in preparation for the 1970-71 term.

Some teachers worked at LaZerte during the intervening summer vacation and after the school opened they went back to school during evenings and weekends, to keep this instructional program running. Teachers were not paid for the huge amount of extra time spent in this work. Some units required up to two hundred hours of preparation.

There was strong feeling expressed by five out of twelve respondents giving information on this question that the innovators did not follow through with sufficient support. There was a belief that specific directions were lacking as to how the new school was to implement the innovative practices.

This feeling is manifest in this comment:

> We received little support from central office. Somebody down town said, "Here's the building, we want you to have a program of individualized instruction. Build it."

It seems that the personnel expected to innovate in the classrooms did not follow the original ideas for individualized instruction.

These staff members relied on particular learning programs that had been tried elsewhere which gave them a base upon which to build. Since the opening of the school these learning packages have been improved and standardized through a constant process of revision.

Those groups of teachers that had access to some tried and proven innovative ideas went forward. Groups which did not have such a fund of ideas had great difficulty in developing innovative programs.

There was frequent mention of the co-operative school administrative personnel who did everything possible to arrange time to discuss goals and objectives and implement new practices.

PROVISIONS TO FACILITATE ACHIEVEMENT OF GOALS

Were there adequate provisions made to facilitate achievement of the school's goals?

Inadequate Teacher's Time

A majority of those interviewed (62%) believe that teachers were not given sufficient time to prepare the innovative practices in the school.

Many staff members indicated that the staff should be assembled six months to one year beforehand to develop programs, consult with university educators and order needed materials.

These respondents stated that there was abundant

Table 6

Adequate and Inadequate Provisions Made to Facilitate Achievement of the School's Goals

Adequate	Frequency of Mention
Facilities and Equipment	15
Inadequate	**Frequency of Mention**
Lead Time of Teachers	21
Number of Teachers	14
Clerical Help	6
Administrative Support	5
Commitment by some Teachers	4
Facilities and Equipment	3

good will among staff members. However, original teachers at LaZerte did not realize how difficult it would be to carry out the early tasks in getting the school underway.

Some respondents indicated that the LaZerte type school should have a three-year start up period. It should open with grade 10 students and phase in grades 11 and 12 in successive years. It was very difficult to prepare the learning units in time for students as they progressed. Some teachers stated that they spent an average of twenty to twenty-five hours per week during the first years writing learning units. At the time of this study (Spring, 1974) teachers were hard pressed for time to plan, revise, and implement innovations.

Several interviewees mentioned that a school caretakers' strike in November, 1970 produced unexpected beneficial effects. The strike lasted for about one week and it gave some teachers time to get their programs established. Prior to that strike teachers were losing ground in their struggle to produce learning packages on schedule. During the strike, teachers worked 10-12 hours every day and they forged ahead. After that date they had time to plug gaps in the program and make ongoing revisions.

Teachers' difficulties because of time constraints were compounded by the presence of a considerable number of students who transferred to LaZerte because they were unhappy with their experiences in school. These students had different expectations than the teachers at LaZerte. Many of these students who went to LaZerte seemed to have ideas that it was an open school, a free school, and they would not have to work, or they could do just what they wanted.

Adequate Facilities and Equipment

Nearly half (46%) of the respondents mentioned that physical facilities and equipment provisions were adequate to excellent. The location and space provisions of the library were noted as well as the good supply of audio-visual equipment. "Facilities are above average here."

It was pointed out that the teacher work areas became the focal point of the department for teachers, while its resource centers became the focal points for students

and enabled cataloguing of materials.

In connection with this, several respondents claimed that the resource aides were vital to the successful operation of the individualized training programs.

Inadequate Facilities

A small number of respondents (8%) indicated that some facilities should have better design and space provisions. The Home Economics area was considered to have less than adequate space for routine teaching procedures.

It was emphasized that the library was poorly designed in terms of security. Several exits were used initially and check-out procedures were awkward.

There was a feeling expressed that the school building was mistakenly constructed as inexpensively as the contractors could manage. This may mean expensive maintenance costs in the future. In the meantime the school is seen to present a cold, austere appearance.

Inadequate Numbers of Staff

About 40% of the respondents expressed the opinion that the LaZerte is an innovative school which should have a lower than average pupil/teacher ratio to enable development of new practices.

"In the beginning our staffing ratio was a little more generous than usual but this was quickly changed and we were really short of time."

Given the nature of the school, the provision of

abundant teaching personnel was regarded as a crucial requirement in the developmental stages of the school. The individualized learning package approach at LaZerte demands a great deal of organization to develop the learning packages and even to maintain the practice. More time was needed for correction, record keeping and development of learning materials. Teachers spent much time correcting unit tests since some students were working in different units simultaneously. In the words of one teacher:

> It is very difficult to keep pace with the routine teaching tasks and to have the time and energy to devise innovative practices when you have classes larger than thirty students.

Some respondents discussed the difficulty in working out particular solutions within the school:

> We didn't need more of everything but we did need a different way of allocating staff. We needed more support personnel but we were given more teachers and fewer support staff (resource aides, clerical help) than we needed.

Inadequate Commitment

The value of a committed staff to innovative organization was eloquently expressed by personnel responsible for leading various innovative projects. Another factor enters here which this statement conveys:

> The recruiting of teachers was not done as rigorously as it could have been. The result was that some teachers who came to LaZerte, came for personal considerations such as proximity of residence. These teachers were not willing to pursue innovative teaching such as individualized instruction and team teaching. We still have some of those teachers here.

Inadequate Clerical Provisions

About one-fifth (18%) of the respondents stated that they should have had more clerical help in the development of curricular materials. Teachers were under heavy pressure to generate learning units. It was sometimes nearly impossible to arrange for help in the typing and duplication of materials for students.

Interviewees mentioned that clerical provisions were now satisfactory and teachers had more time to do corrections and create new programs.

Inadequate Administrative Support

There was a strong feeling expressed by a small number of respondents (one-seventh) that the administrative personnel from central office withdrew moral and financial support. This small group of staff members indicated that shortly after the school opened administrators from central office informed them that LaZerte was to be treated like any other high school. A meeting was held at LaZerte and central office administrators told the staff to stop thinking of the school as such a special case and not to expect special consideration.

Some staff members regarded this as a departure or retreat from the original purpose and intentions of the institution (LaZerte). Only 5 respondents out of 34 expressed this opinion but there was a remarkable depth of feeling and degree of uniformity in their statements all

given privately to the interviewer. The feelings of the minority with respect to this issue are reflected in these quotes:

> What happened here in terms of innovations occurred despite the actions of central office people.
>
> If you are going to experiment you should be prepared to spend money.

INNOVATIVE SCHOOL

Principal and Administrators Open to Change

A very large majority (91%) of the respondents expressed the belief that the principal was open to innovation. It was mentioned many times that teachers appreciated this air of freedom and encouragement to make more decisions in the operation of the classroom. These comments were representative of staff perceptions:

> I have more freedom as a teacher here than any other school I have worked in.
>
> The principal will permit any innovation that shows reasonable prospects of success.

The principal was viewed as the key individual in the organization; many respondents stated that the destiny of the school was very closely linked to the principal. There were abundant positive feelings towards the senior administrators.

CORE and Other Special Programs

Nearly two-thirds (62%) of those interviewed mentioned that CORE (Community Oriented Education) and other

Table 7

Summary of Responses to Questionnaire Item 6, "Do You Think of M.E. LaZerte as an Innovative School?"

Response	Number
Yes	25
No	0
Some Departments are Innovative	8
TOTAL	33*

*In one interview the answer to this question was lost through a defective audiotape.

special programs planned for the 1974-75 term were innovative features of LaZerte which gave it a distinctive character. Several staff members believed that the special programs would have considerable influence on the future direction of the school. These special programs are discussed in depth in Chapter 5.

Individualized Instruction and Learning Packages

These two ideas were closely related and they have a special meaning in the LaZerte context. Individualized instruction at LaZerte enabled the student to receive instruction as an individual. He received instruction from books, films, taped lectures, work sheets, and, of course, the teacher.

Learning packages (unipacks) were essentially very

Table 8

Innovative Features as Perceived by Teachers
Listed in Descending Order of Frequency

Innovative Features	Frequency of Mention
The principal and administration are more open to change	31
The special programs - CORE, etc.	21
Learning packages used in individualized instruction	10
The Science department	8
The in-progress policy which enables students to progress faster or slower	8
Teachers treat students with greater empathy	5
The English department	5
The Business Education department	4
There is more parental involvement	3
The textbook rental plan	3
The resource centers and general physical structure	3
More flexible scheduling	3
The Londonderry Child Development Center	3

detailed lesson plans produced on paper, film or tape made available to students. The learning packages dealt with a single unit of learning. There was an introductory overview which described the ideas to be treated in the unit. The behavioral objectives were listed to indicate to

the student what he would be learning in the unit and how he would demonstrate the knowledge he would gain.

The prescribed learning activities suggested experiences to learn the objectives. Several learning aids were incorporated in these lessons - film-strips, slides, videotapes, film loops, lectures and books. At the end of the unit there were self-test items to check individual progress. In some units there were quest items for enrichment learning.

At this point the student may write the unit exam. The exam is usually a multiple choice exam, but other forms of exams such as written reports and oral examinations are used.

It was emphasized that the unipacks are not used in lieu of lectures. The unipack is an alternative method of learning. Some students rely on lectures while others prefer to use the unipacks and audio-visual materials as learning reinforcement activities.

Difficulties in Individualized Instruction

The interviewees identified the following difficulties:

1. The unipack required a great deal of preparation and organization by the teacher. The teacher must also have complete mastery of all parts of the course at all times.

2. Giving individual attention in a large class is

nearly impossible. Classes with more than 30 students per teacher are unrealistically high.

3. Students with reading weaknesses will have problems since there is so much reading involved. However, students with reading problems and students who do not enjoy reading do not suffer so much since they are able to rely on the class and small group lectures.

Science Department

The Science Department was identified by Winton (1972) as one of the most innovative features of LaZerte. This department was superbly organized and individualized instruction, team teaching, continuous progress, independent study, use of resource centers, large and small groups instruction are practices used throughout the department. The learning programs in Science were working well and the department has largely actualized its objectives to create innovative teaching and humanize the instruction of students.

The growth and development of the Science department was the result of certain conditions and resources:

1. Most members of the department have been there since the school opened. Many young energetic teachers were very committed to the concepts of individualization and learning packages. They spent a good deal of time together in the Science workroom exchanging ideas and developing the team approach.

Learning packages were turned out in great haste at first but eventually they were improved through continuous refining. Teachers tended to specialize in various subject areas and grade levels and they generated unit learning packages co-operatively. The courses were all divided into units. Each unit learning package contained a small body of knowledge with learning activities and self tests. These "unipacks" were written and exchanged with other Science department members for modification. Following use by students, the "unipacks" were revised again and the process of constant revision is still continued.

2. Some members of the Science Department had previous experience with the learning package approach. They were more aware of the difficulties involved and they brought some "unipacks" with them to LaZerte. These tried and tested learning packages provided a foundation to build upon. Coupled with the experience of some members, the Science department had momentum and it has maintained its position as a leading innovative area in the school. It is worthy of note that more students apply for Science courses than can possibly be accommodated. Unit learning packages from LaZerte's Science Department are reported as being used in several Alberta high schools.

Continuous Progress Policy

The initial policy of continuous progress allowed students to complete the non-graded units of learning at their own rates. The practice of continuous progress now

operating at LaZerte differs from the original policy. The practice of continuous progress was most evident in the Business Education, Physical Education, and Science departments.

Students progressed at their own rates but some parameters have been added, some minimum rates. Students now have certain checkpoints to reach at certain dates in various courses.

The minimum rate of progress expected was the amount of time it would take the student to complete the course if he were attending a conventional school. For example, a student had one semester to complete a quarter course in Science.

Students could proceed at an accelerated rate if they wished. These students progressing faster received course credit according to the master time schedule of the school system's computer.

There was a trend to grade the student according to performance on the work he had completed by report date. His final grade in a course was averaged over the total units completed, instead of the total units assigned.

Many class loads made it difficult to have a genuine continuous progress policy. The regular enrolment plus the in-progress students would increase class loads to more than 40 students.

Student-Teacher Relationships

A number of teachers (15%) reported that teachers in

LaZerte are more humane in their treatment of students. These respondents claimed that there were a large number of teachers at LaZerte who were really concerned about the students as persons. This attitude was attributed to the two principals who have led the school since it opened. The current principal was seen to be very much student oriented. "He considers it very important that the teachers get to know each student."

The other administrators carry this positive attitude; in addition, there is a great deal of support for it among classroom teachers.

There was emphasis placed on the fact that the students were individuals.

One curricular associate (department head) declared that the student-teacher relationship at LaZerte was its most outstanding characteristic:

> There is more trust between students and teachers here. Students are passing through the difficult period of adolescence and I think more students discover who they are in this school (LaZerte) than in any other high school. I hope we never go back to the traditional type school.

English Department

Courses in the English department were arranged in areas of study. Students enrolled in four areas of study during a year and each quarter was of ten weeks duration. A particular topic such as poetry, drama, or mass media would be an area of study

A student in English may have had four different

teachers throughout the year. To illustrate, English teachers were able to offer a total of twelve areas of study at the Grade 11 level. Therefore, students in Grade 11 English had a pool of twelve particular areas from which to choose.

Four quarters are necessary to meet the requirements of a Department of Education five credit course. Students could gain ten credits by enrolling in two areas of study concurrently. A system of three levels in each quarter was employed to help match the ability and interest of individuals. The levels ranged from easy to difficult and students could enter any level with the permission of the teacher.

The classes were also multigraded, students in any one English quarter class could be in Grade 10, 11, or 12.

The minimum requirements were set for each area of study by the teacher and all students wrote the same quarter examinations simultaneously.

Students had three major assignments including an examination in each quarter.

There were significant steps taken in the daily operation of the class to cater to the individual student. There was little lecturing and the teacher gave assistance on a one-to-one basis or in small groups.

Students were not required to spend the entire period in class. They could go to the library or resource centers for individual research or group project work, they

could study learning packages independently, or they could join discussion groups.

Business Education Department

The courses in the Business Education department were all organized into unit learning packages. The unit of learning included an introduction outlining the objectives, following which the student advanced to the learning activities. The student worked at his own rate, but there were some time limits. There were deadlines by which they must write the unit test. When a student completed the required activity, he was allowed to write the unit test.

The unit learning packages were considered to be superior to the average textbook because the unipacks contain detailed learning activities and the students have more skill work and practice. Therefore, teachers believed students learned more. Audio-visual aids such as slides, disc and tape sound recordings, transparencies, and videotapes were used in conjunction with teachers' lectures.

With the use of individualized materials, students were usually grouped at various points in the course at any time. The teacher was available to give assistance and clarification to the various groups.

Oral examinations were used in many business education courses. These could be either unit or final examinations. Students who achieved 60% were given supplementary materials or review lessons and an opportunity

to complete the unit.

Involvement of Parents

The involvement of parents was considered by some respondents to be crucial to the success or failure of the school.

Administrators and teachers encouraged parental involvement primarily through the CORE program which began in 1973-74 and the other special programs that were scheduled to begin in September, 1974.

Students enrolled in special programs if they had written consent from parents. This written consent indicated that the parents agreed to support the programs and attend meetings.

Therefore, parents attended meetings and they developed a much better understanding and commitment to the school. During the 1973-74 school term, about 80-85% of parents of CORE students attended meetings regularly.

The parents of CORE students decided what type of education was going to be used. A committee of parents studied the matter of evaluation and decided that written reports would constitute the final evaluation.

In addition, the school was, in a certain sense, brought to the parents. Many CORE meetings have been held in the homes of parents during afternoons or evenings with students, teachers and parents in attendance.

Textbook Rental Plan

The policy to charge a textbook rental fee was not an entirely new idea but it differed from the policy of most schools.

This plan was considered to be essential to the LaZerte program of using learning packages and resource centers to help provide individualized instruction.

A rental fee of about $20.00 per student per year was levied. The revenue obtained allowed the teachers and students to use a wide variety of books and materials in the resource center and library on a loan basis.

Textbooks were purchased in numbers equal to about one-third of student enrolment. The money saved was used to purchase a variety of additional books, audio-visual equipment, materials and paper. Within a couple of years there was an accumulation of books, materials and equipment. This reportedly allowed the staff considerable freedom in selecting learning activities for students.

Resource Centers

The resource centers, basically extensions of the main library, were operated as satellite libraries in various departments.

The resource centers were a vital part of the LaZerte instructional program. They were designed to distribute a variety of books, materials, and equipment to students in particular areas. There were four resource centers provided: English-Social Studies, Mathematics,

Science, and Vocational Education-Modern Languages. All resource areas were staffed with one resource aide except English-Social Studies which had two.

The resource aide was responsible for the distribution of books and materials in the resource center. Students had an identification plate which was used to charge out books. The aide also distributed filmstrips, film loops, tapes, and other materials such as maps, kits, and models.

The resource centers required some time to establish a suitable inventory; they were seen as providing a very important service. These centers were used to varying degrees from department to department. The resource centers were considered vital to the Science and English-Social Studies department. The Vocational Education-Modern Languages and Mathematics resource centers were used mainly for textbook rentals.

Since LaZerte was on the textbook rental plan and the multi-textbook ideas were used in many courses, the resource center was generally considered to be a valuable facility. Teachers in the Science and English and Social Studies departments reported most frequently that the resource centers were used for seminars, group projects, individual study, audio-visual center, and a testing center. There was mention made that the English-Social Studies resource center should be closely located to the classrooms. There was also a suggestion that there should

be more power outlets provided for audio-visual equipment.

Physical Structure

The school was designed with academic classrooms grouped in clusters according to subject areas around a central library. The provision of different-sized flexible teaching areas for large and small group instruction was also considered to be advantageous. Teachers' workrooms were regarded as positive features which help develop good teaching practice. These workrooms had individual carrels similar to the resource centers, and shelving and file cabinets to store books, learning materials and class records.

Flexible Scheduling

Flexible scheduling was considered to be an effective feature which allowed LaZerte students some additional learning opportunities.

The time table was operated in an eight period two-day cycle with four periods per day.

Some classes were arranged on a semester basis, some were held every day for forty minutes. Others ran for eighty minutes on alternate days and there were even classes of one hundred and sixty minutes duration.

The Londonderry Child Development Center

The presence of pre-school children in a large urban composite high school such as LaZerte was a unique

project.

The Londonderry Child Development Society was formed in September, 1971 to organize an education facility for pre-school children in the general area of the LaZerte community in north-east Edmonton.

The Society was an autonomous group of about one hundred parents which hired its own teachers. The project served about forty pre-school children between the ages of two and a half and five years. Some financial assistance was given by the Department of Education.

The child development center was located in Room 142, which is in the central pavilion of LaZerte. Parents came in regularly to assist in the classroom.

Parents learned about child development through film presentations, lectures by specialists, and discussions at the regular society meetings held during evening hours at LaZerte.

The primary aim of the L.C.D. Society was to provide broad educational experience for young children. A secondary aim was of general educational interest, specifically, to promote interaction between L.C.D. Society members, teachers, and children in the center, and the students and teachers in the M.E. LaZerte Composite High School.

It was the opinion of the principal and other interviewees that the child development center added an important dynamic to the educational resources of the school.

They believed that the presence of early childhood students in LaZerte strengthened the concept of a community of learners.

The principal reported that high school teachers and students have already co-operated with the child development center on learning projects for mutual benefits. The young children have stimulated ideas in the various subject areas and the center acted as an effective learning experience for high school students.

A children's literature program has been developed in English. The high school English students were learning how to write stories for children.

Students in the Physical Education unit were developing pre-school recreational programs.

High school drama classes have written plays and presented them to young children. The music department has similarly been involved.

The center provided another service to the school in that it cared for the young children of volunteer teacher aides while they worked in the school. There was no charge to parents who left their children while they did volunteer work.

The child development center has operated very successfully and members of the Society were confident that the project would be expanded.

LAZERTE AND THE COMMUNITY

There was a developing exchange of ideas and resources between the school and community which extended beyond usual practice in high school. There were several examples of this activity.

CORE Program

LaZerte's most publicized community activity was the Community Oriented Education Program (CORE). In this program, the Edmonton community became the classroom for nearly seventy students and two teachers. The CORE program was an integration of four high school courses (English 20, Sociology 20, Social Studies 20, Special Projects 20). Students spent half days in the CORE program and those who completed it successfully would receive twenty high school credits from the Department of Education.

This program is discussed in greater depth in Chapter 5.

Work Experience and Work Study

Teachers encouraged students to explore and serve the community. Students in Business Education spent two weeks or more gaining practical experience in business and government offices. Building Construction students gained similar work experience by going into the community to build garages and rumpus rooms. Students in Automotive Mechanics courses went out on work study programs for two-week periods of experience with journeyman mechanics.

Field Trips

The field trip idea was widely practiced at LaZerte. This practice was closely related to the fact that it did operate its own school bus for transportation. Academic classes visited libraries, museums, art shows, and post-secondary educational institutions. The Physical Education department arranged frequent trips to provide overnight camping, weekend camping and canoe trips.

Teachers and administrators co-operated in substituting and made it possible for students and teachers to leave the school for trips.

Resource People

The school was willing to invite arts and crafts instructors, businessmen, industrial experts, and politicians for special talks.

Child Development Center
Parents

The child development center was established by a large group of parents in the LaZerte community. The center, which was seen to enrich the school and community, was described in an earlier section.

CURRENT GOALS (Spring, 1974)

According to your understanding, what would you say are the current goals at LaZerte?

This question was designed to examine the school's philosophy as perceived by current staff members. The

responses can be compared with the original goals of the school and perceived goals noted earlier.

As indicated in Table 9, about half (16) of the interviewees reported that their perceived goals were distinctive. An early statement on school philosophy by Wendt (1970 C) included the general goal of recognizing the measured level of development of each student and devising individual programs to meet his needs.

Table 9

The Current Goals at LaZerte as Perceived by Respondents

Response	Number of Respondents
LaZerte's goals are distinctive	16
The goals are unclear	8
Same as other schools	7
Vary according to department	3
TOTAL	34

Some respondents mentioned that LaZerte today has different means to achieve the stated goals as a result of experience gained during former years.

Some interviewees (6) stated that LaZerte does more than pay lip service to individual student differences and needs. All of those staff members making this claim had considerable experience in education. They stated that LaZerte does more for total student development than any

school they had previously taught in.

The following were some perceived goals:

To gear educational experiences to student needs.

To help and assist students in individual growth, to develop students who can learn about themselves, about others, about the world. We are not trying to develop students who are quiet listeners.

About one quarter (8) of those interviewed reported that they perceived the goals of the school not to be clearly defined:

We really have not defined our goals.

I do not really know what our goals are.

Roughly another quarter (7) of the interviewees indicated that the LaZerte goals are much the same as any other high school:

We have the usual high school goals.

We are trying to survive like any other school.

More staff members (3) interviewed, explained that the educational goals were not as yet developed to the institutional stage. In the view of this group the educational goals of the school varied according to department. Interestingly enough, each respondent in this group of three came from a different department.

Several staff members during interviews reported difficulty and frustration in discussing goals. These interviewees who experienced difficulty with goals represented all departments of the school and also all categories in Appendix A.

Winton's study (1971:165) revealed considerable

confusion regarding the exact nature of the philosophy of the school. The confusion was mainly caused by equating the means (particular innovations) with the end (individualized instruction). Thirty-five out of forty-eight staff respondents in the 1971 study accepted specific aspects of the individualized instruction program as constituting the school philosophy.

ATTITUDE OF STAFF MEMBERS TO GOALS

In your opinion, what is the attitude of staff members to the current goals?

This question was posed to focus on the reaction of teachers to the perceived goals of the school. That is, what did staff members feel with respect to the school goals? Do teachers like or dislike the direction in which they see the school heading?

In Table 10 it can be observed that the respondents expressed mixed feelings. More than half (20) of the interviewees indicated varying levels of dissatisfaction, while 14 were generally supportive of the goals.

Six of those interviewed had vague feelings that the goals were not what they should have been. They were not sure either what the goals were, and this uncertainty was compounded by the fact that they perceived some disagreement in the school administrative team regarding LaZerte's goals. These respondents believed that a part of the administration desired a highly structured, smoothly operated, conservative

school.

Table 10

The Attitude of Staff Members to the Current Goals as Perceived by Respondents

Category	Number	Per Cent
Generally dissatisfied	20	59
Generally supportive	14	41
TOTALS	34	100

There appeared to be more or less deeply felt concerns about the provision of teachers disposed to student centered instruction.

Five staff members showed concern over the practice of transferring new teachers to the school (LaZerte) who did not seem to be committed to catering to the needs of individual students.

It was suggested that newcomers to the LaZerte staff should be selected following interviews and be given in-service education upon appointment to the staff.

About one quarter (8) of the respondents revealed that they had difficulty understanding the goals at LaZerte. They stated that this was caused by the demands of the work load and the lack of time to reflect and consider goals:

> I teach over 200 students a day and I do not have the time or energy to really think about what I am doing or why.

> We are too busy trying to survive in the school to consider goals, we operate on a day to day crisis management basis.

Several respondents were concerned about the direction of the CORE program. They viewed this special program as having considerable potential for student development. But it was quite clearly stated that the CORE program was implemented before it could be studied in depth. These respondents believed that the specific goals of CORE and the activities to reach these goals must be clarified. They suggested discussion, preparation, and program direction for some students:

> Some students are doing well in CORE but some need more supervision.
>
> CORE does not have enough structure to lead to academic excellence.

An indication of general agreement and satisfaction with the current goals was shown by 14 respondents (about 40%). Members in this group were generally supportive of the goals. They were convinced that the attitude of the staff towards LaZerte's goals was definitely more positive than it was earlier:

> Prior to my arrival at LaZerte, I was skeptical about the way they are approaching education. I was pleasantly surprised when I came here. I found out that they were doing what they said they were doing, furthermore, it is working successfully.
>
> Most teachers here support what the school is trying to do.
>
> Most of us are happy, we can see where we are going with present goals.

A comparison with Winton (1971:165) seems to verify

this attitude.

DEVELOPMENT OF NEW GOALS

Do you believe that LaZerte should develop new goals, and if so, how could this be done?

This question was intended to measure the degree of satisfaction with current goals, and also to provide those interviewed with an opportunity to suggest ways of developing new goals.

It can be seen in Table 11 that about two-thirds (23)

Table 11

Summary of Responses to Questionnaire Item 10, "Do You Believe that LaZerte Should Develop New Goals? If so, how could this best be done?

Category	Respondents
The goals are worthwhile without change	23
The goals are unclear	8
New goals are needed	2
*Total	33
*Questions not asked in one interview	1
	34

of the respondents consider the general goals of the school to be satisfactory. Members of this group believed that

LaZerte was headed in the right direction educationally. LaZerte was seen to be a school where the humanistic aspect of education was given unusual emphasis. It was regarded as a student-centered institution.

There were exceptional efforts made to make the entire educational climate more positive for students. These respondents believed that students at LaZerte were trusted more. To support this belief they cited such practices as the CORE program, individualized instruction and the lack of supervision in halls. Student responsibilities in extra-curricular activities were other examples.

Many interviewees expressed a desire to see the generally perceived goal of student-centered education maintained. However, many were somewhat frustrated by constraints of time and money in the development of means to achieve student-centered education:

> Our goals are fine. We have to gain more freedom from the clock.
>
> We need more time to discuss individual goals and responsibilities with students.

It was noted by some respondents (6) that LaZerte was still a relatively young high school in its fourth year of operation. Time was required to develop specific means to realize the goals. Respondents in this category generally felt that the school should continue to pursue its goals. They also recognized that they had considerable distance to travel in achieving these goals. However, there

was a strong feeling that definite progress had been made and was continuing in the development of specific means to attain the general goals of the school.

Some respondents (8) in this category mentioned that the specific steps taken in the future will depend on two key factors; the principal and the teachers. In their view, the future direction of the school is linked to the principal and staff as they change and develop.

About one quarter (8) of those interviewed desired more clearly defined goals. Respondents in this group seemed to lack a clear understanding of the school's current goals. These respondents believed that goals varied according to department and perhaps even from teacher to teacher. They suggested that teachers and administrators should study and discuss the goals of the school in terms of the current situation.

This would include such considerations as the economic realities, the interests and abilities of students, the physical structure of the school, and the expectations of parents and society. The respondents who believed that goals were not clearly defined, also stated that the lack of goal definition was causing some confusion and frustration.

Two respondents replied that the experiences of high school students at LaZerte should be modified. That is, new programs should be adopted which would pursue new goals. These respondents preferred an emphasis on "academic excellence" which they considered to be proficiency in the

traditional learning skills, such as reproduction of facts and problem solving. It was mentioned by these two interviewees that they regarded the current stated and implicit goals at LaZerte to be quite impractical.

STAFF ROLES

> Do you consider the teacher's/administrator's role in LaZerte to be different from that in more conventional schools? In what ways?

The purpose of this question was to determine if respondents consider the teacher's and administrator's role in LaZerte to be different from that in more conventional schools. This question also attempted to find the ways in which roles differed.

Reference to Table 12 reveals that about three-quarters (26) of the respondents believed that teachers and curricular associates in LaZerte have greater freedom in classroom decision making.

Most respondents believed that LaZerte teachers were given free rein to develop any reasonable new approaches to facilitate student learning. Many experienced teachers mentioned that they had more responsibility at LaZerte for course content, method of instruction, length and frequency of classes, and type and frequency of evaluation.

The following statements express the climate as it was seen by the great majority of interviewees:

> "I feel that I really have a say in what happens in this school."

Not every teacher here is innovative but each teacher is allowed to try new things and failures are not ridiculed.

Table 12

Summary of Responses to Questionnaire Item 11, "Do You Consider the Teacher's/Administrator's Role in LaZerte to be Different from that in More Conventional Schools? In What Ways?"

Category	Number
Freedom for teachers and curricular associates	26
No difference in roles	5
Principal's orientation	3

The curricular associates at LaZerte occupied a position similar to department heads in other schools. However, respondents in this category noted that there was more sharing of responsibility in LaZerte. Authority was decentralized from the senior administration and delegated to the curricular associates and teachers. This had a great influence on the individual teacher; he had more freedom and responsibility to develop curriculum, devise instructional methods and evaluate same.

There were many departmental meetings held where teachers and curricular associates (C.A.'s) discussed issues and problems. The principal trusted the C.A.'s to prudently exercise the freedom given them:

> "I have more responsibility as a C.A. here than I did as a department head in other schools."

In this school, budgetary responsibility is handed down completely to C.A.'s. In other schools, budgets are kept within the senior administration.

Five interviewees indicated that the roles of teachers and administrators in LaZerte were essentially the same as in other schools. Respondents in this category had experience in other schools and they saw no difference in their staff roles in LaZerte. This quote expresses this view: "My role is not really different from teachers in other high schools."

A small group of interviewees (3) shared the belief that a special feature of the principal's role was his relationship to the community. The current LaZerte principal was seen to spend more time and energy than other principals in developing a relationship with persons outside the school. The LaZerte principal extended himself to listen and talk to parents, business men and community leaders.

ROLE CHANGE

Has your role as a teacher or administrator undergone change during your time in this school? In what ways has it changed?

This question attempted to discover the effect of the school experience upon the role of staff members as seen by themselves.

It can be seen in Table 13 that about two-thirds (21) of the interviewees perceived some change in their teaching or administration roles during their careers in

LaZerte.

Table 13

Summary of Responses to Questionnaire Item 12, "Has Your Role as a Teacher or Administrator Undergone Change During Your Time in this School? In What Ways has it Changed?"

Category	Number
Change in role	
Personal change	10
Change in school organization	6
Teaching/administration style	5
	21
No change in role	13
TOTAL	34

Personal Change

Most of those reporting change are found in the personal change category. More individuals indicated changes in personal confidence, professional maturity, and basic attitudes toward secondary education:

"My attitude toward students is more positive now."

"I have become more confident as a teacher."

Staff members in this personal change category indicated that although their basic roles did not change, there was a definite change in the quality of role performance. All respondents but one noted a positive

change.

Change in School Organization

It was reported by six staff members that they believed changes in roles were caused by some changes in the organization of the school. The following quotes convey their beliefs:

> The classroom pupil/teacher ratio is rising. We are seeing more and more students in our classes.
>
> The teacher advisor concept had been abandoned.
>
> The curricular associate's role did not operate as had been expected.

Respondents in this category also mentioned that the administration team created a climate which fostered more discussion of educational philosophy and approaches than in other schools where they had worked.

Change in Teaching/Administrative Style

Five interviewees indicated that they had experienced changes in their style of teaching or administration.

Some representative comments follow:

> Now I spend more time with individual students. I do not lecture to the class.

No Change in Role

More than one-third (13) of the interviewees stated that their roles were unchanged as a result of experience in LaZerte. This group, which included one assistant principal, indicated feelings in keeping with the following:

> My role here is essentially the same as it was in other high schools.
>
> Now I spend much less time disciplining students.

All five staff members in this category profess a common commitment to effective teacher-pupil communication. They subscribed to flexibility in learning situations where the group may be small or large. Two-way communication was emphasized.

INSIDE INFLUENCES CAUSING CHANGE

> What influences inside the school system have caused changes in school practices at LaZerte?

This question was asked to explore the reasons for changes in the way high school education is offered and pursued at LaZerte.

Budget Constraints

Table 14 shows that budgetary restrictions are regarded by more than one-third (16) of the interviewees as an influence affecting LaZerte's development.

LaZerte was opened in the early stages of the Edmonton Public School Board's three-year financial program which made major reductions in expenditures.

> If we had opened at another time - say three or four years earlier - we would have been given more funding to establish our programs. The greatest influence on school policy has been the cutback in staff.

An issue closely related to the budget is the degree of support offered by central office personnel. This will be dealt with in following paragraphs.

Table 14

Influences Inside the School System Which have Caused Changes in School Practices at LaZerte as Perceived by Respondents

Category	Frequency of Mention	Number of Respondents
Budget constraints and staff reductions	16	12
Lack of understanding or commitment by staff	11	6
Lack of detailed support from central office	8	8
The principalship	8	8
TOTAL*	43	34

*Some interviewees cited more than one influence.

Lack of Understanding and Commitment

The second most frequently cited influence on school practices at LaZerte involved the school staff. About one-quarter (11) of the respondents mentioned a lack of understanding and/or commitment by some staff members to whatever LaZerte was trying to do in secondary education. These quotes illustrate:

> Some teachers who came here at the beginning did not understand what LaZerte was trying to do.
>
> Some teachers here are very creative and innovative, for some others here, teaching is just a job.

Central Office Changes

One of the major influences on school practices,

according to interviewees, was the changes in senior administrative personnel in central office during LaZerte's early stages of operation. Two interviewees put it this way:

> The new people who came in were not apprised of the fact that LaZerte was in a special category.
>
> There were more changes in central office, we were caught in the middle, trying to implement an innovative philosophy with a conventional, ordinary budget.

The Principalship

Several respondents (8) shared the opinion that the principal is, and has been, a major influence in forging LaZerte's practices. It was emphasized that the principal had created and maintained a climate within the school which encouraged experimentation. They saw the principal as enthusiastic and dedicated to devising new ways to meet the needs of students. He was identified as the prime mover in LaZerte's recent wave of innovative programs, the grouping of subjects to form community related out-of-school learning activities. e.g. CORE, CANOE. The feelings of this group are represented in the following quotes:

> The principal was the youngest principal in Edmonton high schools , only about 28 when he was appointed. He has gained the respect of people in the school board central office. The principal has a very high threshold of tolerance towards experimentation. There is no doubt that this school bears the imprint of his ideas concerning the education of young people.

OUTSIDE INFLUENCES CAUSING CHANGE

What influences outside the school system have caused changes in school practices at LaZerte?

No Influences Identified

According to Table 15, approximately one-half (18) of the interviewees indicated that they were not aware of any influences outside the school system which may have caused changes at LaZerte in school practices.

Table 15

Influences Outside the School System Which have Caused Changes in School Practices at LaZerte as Perceived by Respondents

Category	Number
No influences identified	18
Parents concerned about attendance policies	9
Socio-economic features of the M.E.L. area	4
Public image of the new high school	3
TOTAL	34

Parental Concern

About one-quarter (9) of those interviewed believed that parental concern led to changes in the original attendance policy. Parents expressed their concerns to the school board central office and consequently the school was influenced to adopt a new attendance policy.

Respondents in this category shared the opinion that the school did not have an efficient system to record student attendance during LaZerte's first year of operation. Many

parents preferred more adequate controls and they questioned the responsibility given to students for their own learning. Therefore a policy of closer school-home communication was devised. This communication by telephone and letter was broadened to involve the general progress of the student.

Attendance Area

Students enrolled at M.E. LaZerte were drawn from a heterogeneous socio-economic background. The LaZerte attendance area contained one of the city's oldest areas, as well as low income public housing and affluent middle class subdivisions. In addition, 300 students attended LaZerte from the County of Sturgeon adjacent to the city. These rural students constituted about 20% of the LaZerte enrolment. Their parents tended to be actively involved and the principal believed that the rural population had made an interesting, positive contribution to LaZerte's development.

Public Image of the School

A few (3) of those interviewed mentioned that LaZerte has had to contend with a negative image since its inception. "It was labeled a 'free school' even before it admitted students."

Chapter 5

WHERE IS LAZERTE GOING?

In your opinion, where is LaZerte going, is it becoming more conventional or becoming less conventional?

The purpose of this question was to have those interviewed speculate on the future character of the school.

Becoming Less Conventional

Table 16 shows that about half (16) of the interviewees shared the belief that LaZerte was becoming a less conventional school. To support this view they cited the CORE program and the Londonderry Child Development Center, which provided day care for young children:

> CORE is successful and it is largely responsible for three additional innovative projects (CANOE, Journalism, Humanities) which will be operating next year.

> It is very unlikely that you will find a day care center in any other high schools around here nowadays.

Respondents in this group believe that LaZerte has passed through a conservative stage in its development. They identified a span of about two years during which LaZerte consolidated its early institutional gains. Statements from central office tended to de-emphasize the innovative character of LaZerte:

> LaZerte was given no special treatment, it was dealt with like any other city high school.

The attitude of the school's administration

regarding innovation became less visible and teachers began thinking more conservatively.

Table 16

Summary of Responses to Questionnaire Item 15, "In Your Opinion, Where is Lazerte Going? Is it Becoming More Conventional or Becoming Less Conventional?"

Response	Respondents
Less conventional	16
Undecided	11
More conventional	7
TOTAL	34

However, this group of interviewees believed that LaZerte had a solid base for innovations. Students, teachers and administration had gained a better understanding of the school:

> Communication with central office is much improved, and projects are now implemented with much less confusion and difficulty.

Many students worked in the community through the CORE program. Parents became actively involved in the school through the CORE program and the Londonderry Child Development Center.

Undecided

Nearly one-third (10) of the interviewees were undecided about LaZerte's direction. Staff members in this

group were unable or unwilling to predict whether the school would become an ordinary high school or a less conventional learning facility.

This undecided group indicated that LaZerte was developing in two directions:

> The more conventional learning activities are being made more conventional here while the innovative aspect is being developed simultaneously.

It was claimed by the group that much information on the CORE program was yet to be recorded. Accordingly, it was very difficult to project the influence of CORE on LaZerte's future.

There was some uncertainty expressed regarding the future availability of sufficient funding to create and maintain innovative projects:

> LaZerte's future will ultimately be determined by the educational dollar.

The proposed plan to rotate teachers within the system constituted another area of uncertainty regarding LaZerte's future character and role in secondary education.

There was frequent reference made to the influence of the principal on the future path of the school. The principal was regarded as being very open and supportive of almost any innovative idea:

> Changes are occurring in the school because teachers are not constrained by the regulations of this school.

Becoming More Conventional

A minority of interviewees (7) expressed the opinion that LaZerte was becoming more conventional. They mentioned

the relatively tight educational budget as a limiting factor. They believed that innovative programs cost more money than regular programs. Consequently the school system was unlikely to maintain any school with innovative programs.

Some interviewees believed that LaZerte had developed controls for students similar to other high schools. One teacher reported that according to LaZerte's attendance policy, "a letter is sent home to parents when a student has accumulated three absences."

It was also mentioned that innovative programs are only offered to relatively few students. According to one curricular associate:

> Only 70 students out of about 1500 are enrolled in the CORE program.

It was argued that innovative programs offered to a minority of students did not substantially change the nature of the school.

Several interviewees (5) stated that some recent staff replacements were carried out without prior interviews:

> Some teachers recently transferred to LaZerte have little interest in creating innovative approaches to high school education.

It was conceded, however, that LaZerte would likely remain on the innovative side of the continuum:

> We will always be an innovative school because some distinctive educational practices are too well established in this school to be easily changed.

COMMUNITY ORIENTED EDUCATION (CORE)

The CORE program at M.E. LaZerte Composite High School

was an innovative feature which had the potential to influence the future direction of the school.

Outline

CORE was an integrated course offered for twenty high school credits for full-afternoon study. (See Appendix C.) CORE involved sixty-six Grade Eleven students and three adult members, two teachers and one community worker from the Edmonton Parks and Recreation Commission. The CORE program was supervised by the school principal, and supported by the Curriculum Development Department of the Edmonton Public School Board.

CORE was a community program which co-operated with other communities (artistic, service, industrial, political, religious, legal and educational) within the city. CORE students participated in a variety of learning experiences according to the topics being studied. Those students who went into the community completed a log sheet before they went. This log entry included the student's name, date and location of study in the community.

Students kept a daily journal to record individual experiences, suggestions, and personal reflections. These experiences and ideas were shared with a small group of students, a staff member, and perhaps, a few parents, during the weekly seminar. The seminar afforded the student the opportunity to develop greater understanding of people, organizations, the city, and the world. His learning was gauged by his effectiveness in the program and the world.

CORE was a process with several sub-processes. It was many activities at once, a case study in organizational theory, participatory democracy, contemporary educational trends, and community development.

Student and Parental Involvement

CORE was a regular high school program in which is emphasized the humanities and social sciences. Participants were in Grade 11 at M.E. LaZerte and represented a wide range of interests, goals, and abilities. Parental support was a prerequisite for student admission to the program. Parents of CORE students were expected to take an active interest in the program by participating in seminars, helping determine policies, and perhaps offering their homes as meeting places, and sometimes, acting as resource persons in projects.

Course Credits

Students enrolled in CORE could have obtained credit in the following courses:

Social Studies 20	5 credits
Communications 21 or English 20	5 credits
Sociology 20 or an approved option	5 credits
Special Projects 20	5 credits

The Social Studies 20 course comprised the heart of the CORE curriculum. The central theme of Social Studies 20 was tradition and change in modern society. Students were expected to investigate the effects of tradition and change

in education, the arts, the law, communication, transportation, religion, lifestyles, and social groups.

Community Resources

There was an attempt in the CORE program to benefit from involvement with a broad range of individuals and organizations found in a large modern city. Libraries, art galleries, day care centers, churches, schools, social service agencies, and communications organizations were some community resources co-operating in the CORE program.

Evaluation

There was to be an on-going evaluation to measure the effectiveness of the program. The evaluation was to focus on two main concerns. First, the expansion of learning opportunities to students; and second, the development of greater responsibility on the part of students and parents in the creation and maintenance of educational opportunities.

Impact of the CORE Program

It seems clear from the development of new integrated courses that CORE has had quite an influence on LaZerte already. These new courses, CANOE (Canadian Oriented Education), Humanities 20, and Journalism 33 are expected to be available in the 1974-75 school term. CORE has had sufficient success to encourage the preparation of other programs which are still in very early stages of development. The CORE program is being followed with interest by teachers in other schools.

PROPOSED SPECIAL PROGRAMS

Programs such as CANOE, Humanities 20, and Journalism 33, are based partly on the CORE design with an integration of courses and a relatively small number of students in a stable group. (See Appendices D, E, F.)

These programs are not revolutionary in nature, although they do have some visible distinctive features. They share with many approaches to instruction, the same ideal of making the school experience equally relevant for all students.

These programs went beyond the elective subject system and sought to provide the flexibility to fit the enormous range of talents and traits students possess. Generally, these courses recognized the need for some structure, sequence and discipline, but they proposed to extend the choice of subjects to selection of learning methods.

THE COMMUNITY SCHOOL

The community school concept concerns the relationship between a school and its community. Accurate use of the term "community school" indicates a comprehensive approach to education rather than additional functions appended to the regular instructional program. According to Smilanich (1972), the concept of community school involves a blending of community life with the program of the school; the community oriented school represents a carefully proposed

effort to bridge the gap between the home and the school.

The M.E. LaZerte Community School Concept

LaZerte has gone beyond most high schools to evolve its own particular type of community school. This was the result of several factors, the school staff, students, facilities and equipment, the participation by citizens, variety of learning experiences, and the financial support.

Early Community School at LaZerte

The community school concept implemented at LaZerte primarily involved the community use of school facilities and equipment after regular school hours. Activities such as children's day care, church services, night classes, work experience, and educational field trips were mentioned earlier in this study and also by Winton (1972).

Developing Community School

There have been some positive moves in the direction of meaningful participation and sharing of responsibility by citizens outside the school. The principal reported that parents have become involved in determining the content and process for new special programs such as CORE; businessmen have helped pay costs in the production of a student newspaper. The principal also revealed that students have participated in existing community programs by producing original stories and drama presentations for day care youngsters. According to one CORE teacher, students worked

at varied tasks such as: publishing a community newspaper, visiting senior citizens, helping in a day care center, doing research for social agencies, assisting in a downtown soup kitchen.

Winton (1972:160) reported difficulties experienced by the LaZerte community school in its formative stages. Through time the problem areas have been reduced in number and in terms of effect. At the time of the study there was a full-time community worker from Edmonton Parks and Recreation working in LaZerte. According to the principal, this meant much improved liaison with the parks and recreation organization. The matter of security and supervision had improved. Arrangements were being made to cover additional maintenance costs.

Community Newspaper

One of the latest developments in the community school process was the appearance of the community newspaper directed at citizens of the community around LaZerte in North-East Edmonton. The paper aimed to serve as a communications link between the many community leagues in North-East Edmonton. A local shopping mall helped defray production costs. There were six students working on the paper and receiving Special Projects high school credits. It was to be expanded to include about twenty-five students in the following school year (1974-1975).

Chapter 6

SUMMARY OF THE STUDY AND DISCUSSION

A summary of this study is presented in this chapter. There is a discussion of some issues drawn from the findings and suggestions are put forth for further research.

SUMMARY OF THE PROBLEM AND RESEARCH DESIGN

Purpose of the Study

The purpose of this study was to produce a description of a new "innovative" high school in its early years. The school, M.E. LaZerte Composite High School, opened in September, 1970. Specifically, the perceptions of staff members were sought in March, 1974 with respect to the following:

1. Did LaZerte possess any unique characteristics with respect to instruction when you joined the staff?
2. Who were the innovators? What were the theoretical influences that affected the school?
3. What strategies and provisions were arranged to establish and maintain the school?
4. Do you think of LaZerte as an innovative school now?
5. What are the current goals and the attitude of the staff to these goals?
6. Are staff roles in LaZerte distinctive? Have they undergone change?
7. What influences inside and outside the school

system have caused changes in school practices?

8. Where is LaZerte going? Is it becoming more conventional, or becoming less conventional?

For the purpose of this study, the concept of innovative was considered to be descriptive of some new method that differs from standard practice. Innovative refers to institutions which are characterized by major changes. They are dominated by novel ideas and themes; they exhibit a discernible movement in new directions.

Research Design

The data were gathered for this study from printed materials and personal contacts. The use of semi-structured interviews facilitated collection of detailed responses to questions and enabled the interviewer to probe the reasons behind responses.

Data were collected in a five-week period during February and March, 1974.

The interview sample consisted of 34 staff members out of a possible total of 76 staff members. Teachers from all subject areas were included in the sample. In addition, interviews were conducted with two administrators from the central office of the Edmonton Public School Board.

The results were presented in sequence in Chapters 4 and 5. In some questions, for example, those dealing with problem areas, the results were discussed issue by issue.

SUMMARY OF FINDINGS

The findings of this study are summarized according to the eight broad categories originally set out as the basis for this research.

Did LaZerte possess any unique instructional characteristics when you joined the staff?

The majority of teachers indicated that they saw attempts at LaZerte to individualize instruction and implement the teacher-advisor concept as unique directions in education. There was a widespread feeling the LaZerte teachers tended to be more tolerant of individual student differences. There appeared to be a lack of understanding among a minority of teachers regarding the educational thrust of the school.

Who were the innovators? What were the theoretical influences that shaped the school?

Less than fifty percent of the interviewees were able to identify innovators in the early stages of the school's history. The innovators most frequently identified were either principals or assistant-principals. Central office administrators were the second most frequently mentioned group.

Approximately one-half of those interviewed were unaware of any particular theoretical influences which impinged on the innovators in the school's early stages. About one-third of the respondents reported that LaZerte

was based on the Trump Model, or other unspecified schools in the United States.

What strategies and provisions were arranged to establish the school?

Administrators from the school board offices were seen as the prime movers in LaZerte's inception. In 1967 the first principal-designate was appointed to plan, to organize and develop a school which would provide each student with an individual program to meet his unique requirements. The M.E. LaZerte Planning Committee was convened in 1969. The school staff was completed in 1970.

The majority of interviewees believed that teachers were not given sufficient lead time to prepare for the opening of a school attempting innovative practices.

About one-half of those interviewed reported that facilities and equipment were adequate or better.

Nearly fifty percent of the respondents indicated that LaZerte should have a lower than average pupil/teacher ratio to facilitate development of new practices.

Do you think of LaZerte as an innovative school now?

The majority of respondents believe that LaZerte was an innovative school. Over ninety percent of those interviewed mentioned that the principal had created a climate that encouraged innovation, a climate which set LaZerte apart from most high schools.

About two-thirds of the interviewees perceived CORE

and other special programs giving LaZerte an innovative character.

About one-third of those interviewed viewed the learning packages as an innovative feature.

What are the current goals? What is the attitude of the staff to these goals?

Approximately fifty percent of the respondents indicated that current goals at LaZerte were consistent with the stated school goals.

Nearly one-half of the interviewees reported that current goals were either unclear, or they were the same as those in other high schools.

About sixty percent of staff members interviewed were dissatisfied with the perceived current goals. However, when asked if new goals should be developed, these interviewees stated that current goals were worthwhile.

Are staff roles in LaZerte distinctive? Have they undergone change?

About seventy-five percent of those interviewed believed that teachers and curricular associates in LaZerte had greater freedom regarding classroom decision making, than teachers in conventional schools.

Approximately two-thirds of the respondents perceived some change in their teaching or administrative roles during their time at LaZerte.

The number of assistant principals had been reduced

from three to two. (There was also one deputy-principal).

The curricular world concept was abandoned along with the teacher-advisor concept.

What influences inside and outside the school system have caused changes in school practices?

Budget reductions were the most frequently cited influence inside the school system affecting school practices.

More than fifty percent of the interviewees perceived no influences outside the system which caused changes in LaZerte.

Where is LaZerte going? Is it becoming more conventional, or becoming less conventional?

Approximately fifty percent of the interviewees expressed the opinion that LaZerte was becoming a less conventional school.

About one-third of the respondents were undecided regarding the educational direction of the school.

Goals

It seemed that institutional goals constituted a problem for LaZerte teachers. About half of those interviewed reported the current goals to be unclear.

This difficulty with goals may be attributed to the lack of continuity in the principalship in the school's early phases. It could be related to hiring procedures and

staff turnover.

Administrative Change

One assistant-principal was transferred to another school and the vacancy was not filled. This issue raises some questions. How does one reconcile a reduction in human resources with innovation? Should educators take positive steps to obtain additional public support for education? It seems reasonable to suggest that adequate resources should be provided in order to have a reasonable expectation of successfully achieving an innovation.

Leadership

It was clearly indicated in the data obtained that the current principal was perceived and respected as a strong leader who was well suited to a dynamic high school. The principal was seen as a leader who took educational risks, and who could tolerate the uncertainty of evolving new practices. He maintained a climate of freedom, growth, and trust which is necessary in a school that seeks to be responsive to the needs and concerns of students.

These leadership qualities are consistent with the essential characteristics of an effective school leader. Therefore, the principal should have a greater role in staffing and budget decisions for the school.

Teacher Advisor

The teacher-advisor concept was intended to make teachers more accessible to students, to make the educative

process more personalized. The teacher advisor concept implemented at LaZerte seemed to help fulfill the need for more humanized experiences in schools.

In the third year of operation budget cuts played a large part in the disappearance of the teacher-advisor function. This poses a question for school leaders. What efforts can be made to compensate for the loss of the teacher-advisor?

CORE Program

The Community Oriented Education program suggests a comprehensive approach to education. LaZerte's CORE project has inspired the development of similar courses. CORE was a social and intellectual community. It gave students a more significant part in deciding what the school was to be, and what learning routes they were to pursue. CORE seemed to reduce the gap between theory and reality and many of its students seemed to learn with more enthusiasm and intensity.

This comprehensive approach to learning was one of Lazerte's most interesting programs.

The introduction of the CORE program and its measure of success to date raises some questions. Was there observable progress by students? Did it prepare students for the future? What were the needs, capacities, and interests of students? What were the resources, expectations, and attitudes of the community? What were the financial costs involved?

SUGGESTIONS FOR FURTHER RESEARCH

This case study was carried out to chart the development of an innovative school in its fourth year of operation.

A longitudinal study of M.E. LaZerte Composite High School should be conducted over the next few years to provide a constant flow of information. This would be valuable to those within the school and to others.

An in-depth study should be undertaken on the community school concept, the CORE program and similar programs. It would be beneficial to learn more about the effectiveness and applicability of such programs; also, the financial costs involved.

A study of staff roles in preparing for change and the input by students and the effects on teacher and student morale should be made.

BIBLIOGRAPHY

BIBLIOGRAPHY

Association for Supervision and Curriculum Development, 1964 Yearbook Committee. Individualizing Instruction. Washington, D.C.: National Education Association, 1964.

Baker, Richard P. Student Perception of the Teacher-Advisor Concept. An unpublished thesis, University of Alberta, Edmonton, 1973.

Bruner, Jerome S. "The Process of Education Revisited." Phi Delta Kappan, Vol. 53, No. 4, December, 1971, pp. 18-21.

Byrne, Niall and Jack Quarter, (Eds.). Must Schools Fail? Toronto: McClelland and Stewart, 1972.

Coleman, James S. "How Do the Young Become Adults?" Phi Delta Kappan, Vol. 54, No. 4, December, 1972, pp. 226-230.

Culbertson, J.A., et al. Administrative Relationships. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

Freire, Paulo. Pedagogy of the Oppressed. New York: Herder and Herder, 1970.

Fromm, Eric. The Revolution of Hope: Toward a Humanized Technology. Toronto: Bantam, 1968.

Georgiades, William and J. Lloyd Trump. "NASSP Model Schools Project." Journal of Secondary Education, Vol. 46, No. 4, April, 1971.

Good, C.V. Essentials of Educational Research: Methodology and Design. New York: Appleton-Century-Crofts, 1972.

Goodlad, John I. "Educational Change: A Strategy for Study and Action." Journal of Secondary Education, Vol. 46, No. 4, April, 1971, pp. 156-165.

Goodman, Paul. Compulsory Mis-Education. New York: Horizon Press, 1964.

Hedges, William. Individualized Instruction. Chicago: Science Research Associates, 1967.

Herd, Arthur A. "Successful Practices in Individualized Instruction." The Bulletin of the National Association

of Secondary School Principals, Vol. 56, No. 359, December, 1971, pp. 75-81.

Hillson, M. and R.T. Hyman, (Eds.). Change and Innovation in Elementary and Secondary Organization, Second Edition. New York: Holt, 1971.

Hoffer, Eric. The Ordeal of Change. New York: Harper and Row, 1964.

Hull, Ronald E. "Selecting an Approach to Individualized Education." Phi Delta Kappan, Vol. 55, No. 3, November, 1973, pp. 169-173.

Illich, Ivan. Deschooling Society. New York: Harper and Row, 1970.

Johnson, G. The Innovative High School: A Comparative View. An unpublished thesis, University of Alberta, Edmonton, 1972.

Katz, Joseph. Society, Schools, and Progress in Canada. Toronto: Pergamon, 1969.

Keller, C.R. "Humanizing Education." The Bulletin of the National Association of Secondary School Principals, Vol. 56, No. 361, February, 1972, pp. 17-21.

Keniston, Kenneth. "Social Change and Youth in America." In the Challenge of Youth. (Ed.) Erik H. Erikson, Garden City, N.Y.: Doubleday, 1963.

Kinghorn, J.R. "Individually Guided Education: A High School Change Program." The Bulletin of the National Association of Secondary School Principals, Vol. 58, No. 380, March, 1974, pp. 25-29.

Maslow, Abraham. "Third Force Education." In The Third Force. (Ed.) F.G. Goble, New York: Grossman Publishers, 1969.

McLuhan, Marshall. Understanding Media. New York: New American Library, 1972.

Muzyka, A.L. An Examination of Changes in Teachers' and Students' Attitudes, Values, Expectations, and Perceptions in an Innovative High School. An unpublished thesis, University of Alberta, Edmonton, 1972.

Purpel, D.E., and M. Belanger. Curriculum and the Cultural Revolution: A Book of Essays and Readings. Berkeley: McCutchen, 1972.

Reich, Charles. The Greening of America. New York: Bantam, 1970.

Reisman, David, et al. The Lonely Crowd. Garden City, N.Y.: Doubleday, 1956.

Ringis, H.R. "A Frame of Reference for Change." Journal of Secondary Education, May, 1971, pp. 196-198.

Rogers, C.R. Freedom to Learn. Columbus, Ohio: Merritt, 1969.

Roszak, Theodore. The Making of a Counter Culture. Garden City, N.Y.: Doubleday, 1968.

Simons, H., and D. Davies. The Counsellor as a Consultant in the Development of the Teacher-Advisor Concept in Guidance. A paper presented at the Canadian Guidance and Counselling Association Convention, Toronto: June, 1971.

Toffler, Alvin. Future Shock. New York: Bantam, 1970.

Trump, J. Lloyd. "On Humanizing Schools." The Bulletin of the National Association of Secondary School Principals, Vol. 56, No. 361, February, 1972, pp. 9-16.

Trump, J. Lloyd, and William Georgiades. "Individualized Assessment in the MSP." The Bulletin of the National Association of Secondary School Principals, Vol. 58, No. 382, May, 1974, pp. 67-72.

Winton, Cecilia. Individualized Instruction at M.E. LaZerte Composite High School: A Case Study. An unpublished thesis, University of Alberta, Edmonton, 1971.

Worth, Walter. A Choice of Futures. The Report of the Commission on Educational Planning, Queens Printer, Province of Alberta, Edmonton, 1972.

Zahorik, J.A. "Individualized Instruction and Group Instruction: A Case Study." Journal of Educational Research, Vol. 62, No. 10, July-August, 1969, pp. 453-455.

SCHOOL AND SCHOOL BOARD PUBLICATIONS AND DOCUMENTS

M.E. LaZerte Composite High School, CORE Program Description to Students, June, 1973.

M.E. LaZerte Composite High School, In-Progress Policy Statement, December, 1972.

M.E. LaZerte Composite High School, Programs of Study and Course Description, 1974-75.

Smilanich, Robert. The Community School: The Process is the Product. A paper prepared for the 1972 Leadership Course for School Principals, Edmonton, Alberta, July, 1972.

Strembitsky, M.A. Alternatives in Education. A report presented to the Edmonton Public School Board, Edmonton, Alberta, March, 1974.

APPENDICES

APPENDIX A

Interview Schedule

Interview Schedule

M.E. LaZerte Composite High School is thought of by many people as an innovative high school. I am interested in learning how members of the LaZerte staff view the school. I would really appreciate the opportunity to discuss with you some aspects of M.E. LaZerte.

1. a) When did you join M.E. LaZerte?

   b) When you joined the staff, what unique directions was LaZerte taking in instruction? What were these?

2. Can you tell me who the innovators were in the early stages of the school's history?

3. Were the innovators influenced by any particular educational theories?

4. What strategies did the innovators use to establish LaZerte?

5. Do you believe that there were adequate provisions made to facilitate achievement of the school's goals?

6. Do you think of LaZerte as an innovative school?

7. a) (If "yes" is answer given above) Could you discuss what is innovative about the school now?

   b) (If "no" is answer given in question 6) Can you explain why you think LaZerte is not innovative? Particular reasons?

8. According to your understanding, what would you say are the current goals at LaZerte?

9. In your opinion, what is the attitude of staff members to the current goals?

10. Do you believe that LaZerte should develop new goals? If so, how could this best be done?

11. Do you consider the teachers'/administrator's role in LaZerte to be different from that in more conventional schools? In what ways?

12. Has your role as a teacher/administrator undergone

change during your time in this school? In what ways has it changed?

13. What influences <u>inside</u> the school system have caused changes in school practices at LaZerte?

14. What influences <u>outside</u> the school system have caused changes in school practices at LaZerte?

15. In your opinion, where is LaZerte going? Is it becoming more conventional or becoming less conventional? Could you give me reasons?

APPENDIX B

List of Interviewees

List of Interviewees

Eric Abell, Physical Education Curricular Associate

Kent Ackroyd, Mathematics teacher

Dick Baker, Principal

Denis Blakeman, Assistant Principal

Jorn Brauer, CORE teacher

Arnold Collins, Science teacher

Joseph Danyluk, Phys. Ed./Counsellor

Mrs. Shirley Denkhaus, English teacher

John Dingman, Vocational Education Curricular Associate

Bill Dymianiw, Assistant Principal

Anthony Fisher, Mathematics teacher

Millard Foster, Music teacher

Peter Harris, Science teacher

Gene Hartson, English Curricular Associate

Kurt Heise, German teacher

William Hrychuk, CORE teacher

Geoffrey Hughes, Fine Arts teacher

Rena Hughes, English teacher

Dr. Jake Isaac, Mathematics Curricular Associate

Mrs. Sonya Kunkel, Mathematics teacher

Robert Lamb, Social Studies Curricular Associate

Ray Lautt, Graphic Arts teacher

Errol Miller, Phys. Ed./Social Studies teacher

Thomas Mowat, Science Curricular Associate

Gordon Muir, Business Education Curricular Associate

John Pankhurst, Assistant Principal

John Renfree, Business Education teacher

Harold Simons, Counselling Head

John Simpson, Science teacher

William Sommerfeld, Social Studies teacher

Mrs. Rynie Stewart, Home Economics teacher

Clifford Wilkinson, Social Studies teacher

Peter Wood, Librarian

Mrs. Orasia Yereniuk, Ukrainian teacher

Eldon Bliss, Supervisor of Elementary Education

Len Garrett, Assistant Superintendent, Staffing

Categorization of Respondents in the Study According to Subject Area*

Subject Area	Number
English	3
Business Education	2
Fine Arts	2
Mathematics	4
Modern Languages	2
Science	4
Social Studies	5
Tech.-Vocational	3
Other:	
Administration	4
Counselling	2
Library	1
Physical Education	2
TOTAL	34

*Two administrators from the central office of the Edmonton Public School Board were also interviewed because of their significant work in the establishing of M.E. LaZerte Composite High School.

Categorization of Respondents in the Study According to Position

Position	Number	Per Cent
Senior Administration[a]	4	12
Curricular Associate[b]	7	21
Teacher	23	67

[a]Senior Administration indicates a principal or an assistant principal.

[b]Curricular Associate is a department leader with teaching duties.

APPENDIX C

Community Oriented Education Program

Community Oriented Education Program

General Objectives:

I. Process Objectives

The CORE Program will:

1. Develop a close relationship among students and staff based on mutual trust and understanding.

2. Encourage community decision-making through active participation by students, parents and staff.

3. Utilize the human and physical resources of the entire city as a major resource for learning.

4. Alter course content (within the scope of the program of the Department of Education for Social Studies 20, Communications 21, Sociology 20 and Special Projects 20), timetable structure, instructional procedures, age groupings and grading procedures so that learning is a more natural and coherent activity related to individual needs and concerns.

5. Encourage students to assume a major role in determining the nature and direction of their learning.

II. Outcome Objectives

Students will:

1. Learn and act with independence.

2. Effectively employ basic skills of reading, writing, speaking, listening and problem solving.

3. Understand their own emotions and emotions of others; possess skills and attitudes for effective interpersonal communication and co-operative action.

4. Understand social processes and pressing social issues and participate actively and effectively in the life of community organizations.

5. Continue to develop strong individual interests and aptitudes.

CORE Program

Working Paper 1: Maslow's principles of "eupsychian" management

As we work out guidelines for the operation of the program, it might be valuable to keep in mind the following management principles proposed by Abraham Maslow. According to Maslow, our decisions should reflect the assumptions that:

a) everyone in CORE is to be trusted;

b) everyone in CORE is to be kept well-informed;

c) everyone in CORE is able to achieve;

d) everyone in CORE is improveable;

e) everyone in CORE is able to admire (competence, beauty, etc.);

f) everyone in CORE prefers working (at meaningful work) rather than idleness;

g) everyone in CORE has common objectives for the program's well-being;

h) everyone in CORE prefers to feel important and likes being told so;

i) everyone in CORE prefers to be seen as a whole person rather than just a role or part;

j) the formal distinctions between staff and students in CORE are of little consequence;

k) goodwill exists among CORE members; and

l) hostility is reactive (it points to real grievances) rather than basic (people being just plain snarly).

Maslow goes on to say that we should assume these hold for everyone in the organization but be prepared to make exception for those who, it becomes clear, are playing us for suckers.

CORE Curriculum

1. English - Communications 21A and 21B

Objectives:

Development of: basic skills of writing, reading, viewing, listening, speaking, acting.

N.B. student involvement, excitement, enjoyment.

Activity:

Alcohol and Drug Abuse

Don Mabbutt and Sherry Fulks are spending time with Mr. Mike Shields of the Alcohol and Drug Abuse Commission. It is a heavy commitment: lectures on Monday and Wednesday evenings and afternoon sessions on Tuesdays and Wednesdays.

All services, such as the drug treatment clinic, are open to the students through Mr. Shields.

Don and Sherry's objective is to be able to conduct a program on alcohol and drug abuse for CORE.

Specific Objectives:

Learning to listen and observe structured lectures and interviewing patients. Writing notes and preparation of a course. Lecture to students and teachers - teaching a course.

2. Social Studies

Major Problem:

Change Versus Tradition

Have traditions and departures from traditions served to enhance the dignity of man?

Objectives:

1. To show that the most intrinsic values of a people are subject to influence and eventual change as a result of cultural variations, and that these same forces are operative in any society, historic or modern.

2. To show that any society experiences the forces of change and how its traditions have yielded to,

and resisted these forces.

3. To show the inter-relationship of cultural patterns and values.

4. To be able to identify the values of a society and understand how these values influence the activities of the society.

Activity:

Alcohol and Drug Abuse

Same as English

Specific Issues Taken from Objectives:

1. Issues and Themes: Law - rights and responsibilities liberalism vs. absolutism etc.

2. Social Groups
   - elite vs. masses
   - individual vs. group conformity

3. Educational
   - indoctrination vs. objectivity

3. Sociology

Objectives:

1. To develop a sociological orientation.

2. To understand how society operates and changes.

3. To understand some of the problems of today's complex society - what gives rise to these problems and some solutions.

Activity:

Alcohol and Drug Abuse

Same as English

Specific Issues Taken from Objectives:

- Canadian Culture - affects
- Groups of Socialization
- Structure of society - class groups
- Minority groups in society
- Crime, Punishment

Writing of Instructional Objectives

The job of writing detailed objectives related to the broad Provincial objectives and the subsequent activities used to fulfill these objectives will be undertaken by five university students.

1. Rose Marie Chapelsky
2. Laura Collins
3. Candace Kenyon
4. Donald Schuh
5. Michael Yusep

These students will work with Dr. T. Aoki, R.P. Baker and J. Pankhurst.

February 6, 1974

MEMORANDUM

TO: J. Parkhurst
Assistant Principal

FROM: R.P. Baker
Principal

RE: Recommendations - CORE Program

1. 1974-75 CORE program will operate with between 60 and 70 students - teachers, Mr. Brauer and Mr. Hrychuk.

2. Present CORE students will be offered a regular Grade XII English and Social Studies program with the exception that an attempt will be made to team teach both subjects. This will make it possible to group Social 30 and Economics 30 together and English 30 and 33 together.

3. An attempt will be made to timetable the Grade XII program in the last period each morning.

4. In order to make two complete classes of Social and English (i.e. 70 students each) it may be necessary to accept students other than present CORE students into the classes.

5. A research proposal should be submitted to Research and Evaluation to provide for the development of the CORE program at the Grade XII level.

6. The Grade XI CORE program will be advertised in other high schools.

APPENDIX D

Canadian Oriented Education Program

Canadian Oriented Education Program

I. DESCRIPTION

CANOE is a Grade Ten program offering 21 high school credits for full afternoon study during the 1974-75 school term. It is designed to involve a maximum of 70 students and 2 teachers, plus numerous resource persons.

In the rapidly changing lifestyle of today, education offers few opportunities for a student to establish a meaningful relationship with the past and with other people.

This program will offer the individual an opportunity to appreciate his natural and historical heritage by providing an educational vehicle by which he may experience the very processes being studied.

The subject matter being studied will be centered around two large canoes and "what they are all about." This will inevitably lead to a study of early Canadian history and the geological and geographical factors which influenced Canada's economic, political and sociological development.

As a result of many of the field experiences in the course, the student should gain a lasting knowledge of many leisure time activities and skills.

In addition, students will have the opportunity to stretch to their full stature by learning for themselves what they are capable of physically, intellectually, emotionally, socially and spiritually. If students, through a set of learning experiences, can learn more clearly what their full stature is, they should be better prepared to meet demanding situations.

II. GOALS

To provide students with opportunities to engage in experiences which will promote their continuing growth toward:

(1) Attitudes, skills, and knowledge essential for effective living in a changing world

(2) Knowledge, attitudes, skills and self-understanding regarding their physical and mental health

(3) A philosophy which stresses regard for human worth and for the values conducive to ethical and moral behavior

(4) Effectiveness in communicating ideas and feelings

(5) Confidence in their own abilities, their sense of responsibility, and their satisfaction and enjoyment of life

(6) An understanding and appreciation of the use of leisure time

III. OBJECTIVES

(1) To provide an opportunity for students to recognize, develop, and apply skills in organizing oneself in relation to community.

(2) To experience learning situations which require knowledge of and an ability to utilize scientific problem solving method.

(3) To provide a variety of learning experiences which are not within the average classroom situations.

(4) To develop research skills and to communicate in writing, speech and visual media.

(5) To develop an ability to examine various Canadian literary works of specific periods and discuss their contribution to the nation and to literature.

(6) To develop student facility in analyzing culture through the use of specific theoretical models.

(7) To develop an ability to examine a past culture, relate it to present North American culture and hopefully predict what may happen in the future.

(8) To develop an awareness and appreciation of the Natives of the Plains.

(9) To contrast and compare past cultural values with present cultural values in order to develop an understanding of how cultural values and systems are reflective of their period - why some traditions remain, while others change.

(10) To develop an awareness of the many opportunities

for personal enrichment provided by the landscape of our province.

(11) To provide an opportunity for students to gain knowledge and skill in leisure time activities.

IV. COURSE OFFERINGS

The CANOE program offers credit in the following courses:

Social Studies 10	5 credits
English 10	5 credits
Sociology 20	3 credits
Geography 20	3 credits
Special Projects 10	5 credits

The focus of this integrated course will be Canadian studies - historical, economic, sociological, political and geographical. The courses listed above will be designed to fit into this broad spectrum.

V. STAFF MAKE-UP

Teachers in the program are Mr. Marshall and Mr. Wilkinson of the Social Studies department. Supervising the program will be Mr. Lamb, Curricular Associate for Social Studies and Mr. Baker, Principal of M.E. LaZerte Composite High School.

Assisting the teachers will be interpreters from the Fort Edmonton staff, as well as other community resource persons.

VI. STUDENTS IN PROGRAM

Up to 70 students will be enrolled in this program. Basic requirements will be student desire and active parental support. Past achievement will be instrumental in the selection of students if an over-application should occur.

VII. PARENT INVOLVEMENT

Parental support is a prerequisite for student admission into the program. Parents will be expected to play an active role in the program.

*Mr. Hartson, Curricular Associate for English, and his department will act as consultants for the English portion of the program.

APPENDIX E

Humanities 20

Proposed Organization

Humanities 20

Rationale

Humanities 20 - an alternate approach to English and Social Studies at M.E. LaZerte.

There is an obvious overlap and possible integration between the existing English and Social Studies programs in the Alberta high school curriculum. This overlap makes possible an integration of these courses. Each deals with Man's creative and social activities separately. These aspects of life should not be divided because they do not reflect reality. Culture is the sum total of a people's activities and cannot be viewed separately and distinctly.

General Statement

Humanities 20 will be an integrated program of Social Studies 20, Communications 21, A and B, Literature 21, A and B, and Sociology 20. It will be a survey of certain eras in European history, ranging from Ancient Greece to the English and Italian Renaissance. One of the main purposes will be to compare and contrast the chosen eras with modern North American cultural and political values and processes. It will involve in depth studies of art, architecture, music, and literature, as well as the social and political aspects of selected periods - hence the title Humanities 20. The course content will follow the prescribed Alberta Department of Education curricula for the respective courses.

This integrated course of studies will center on the theme that "the activities of Man reflect the age or culture in which they were produced," and Frye's thesis that all Western cultures have the same elements present, but in different proportions, certain traditions and changes within the cultures determine which element will be in the ascendent. Student activities and evaluation will mainly involve seminars, research papers, and oral presentations. These activities will be determined by students and teachers.

General Learning Objectives

to create better interpersonal relationships between students and teachers, and students and students.

to develop a sense of consciousness and belonging to a specific group.

to provide work study periods which do not have artificial time restrictions superimposed upon them.

to provide a variety of learning experiences which do not normally occur within and without the average classroom situation.

to provide students contact with community resource personnel.

to develop student facility in written communication.

to develop an ability in written communication through library research followed by a lengthy research paper on topics presented.

to develop facility and comfortableness in oral communication in formal situations such as debates and oral class presentations.

to develop an ability to examine various literary works of specific periods and discuss their contribution to the culture and to literature.

to develop student facility in analyzing cultural output through the use of specific theoretical models. (Form function and meaning systems, cultural universals, etc.)

to develop an ability to examine a past culture, relate it to present North American culture and hopefully predict what may happen in the future.

to develop a knowledge of specific areas in various cultures.

to contrast and compare past cultural values with present cultural values.

to develop an understanding of how cultural values and systems are reflective of their period - why some traditions remain while others change.

Teacher's Role

Both teachers will teach in areas of competence and/or interest; the areas will not necessarily be the disciplinary areas in which they are presently engaged.

Each teacher will act as:

1. a co-ordinator

2. a resource person

3. an evaluator

Sample Outline of a Partial Unit

SUBJECT: ROME 1ST CENTURY B.C.

Lectures and readings examining the political, social, and economic conditions up to the time of Marcus Antonious' death.

Concepts to develop in seminar

(a) Culture is an integrated "thing"

(b) Why certain traditions must change when certain economic changes occur

An examination of Shakespeare's
Julius Caesar & Anthony & Clecpatra

(a) Literary aspects

(b) How accurate is Shakespeare's knowledge of Roman History?

An examination of Shaw's
Caesar & Cleopatra

(a) Literary aspects

(b) How was structure of drama changed?

(c) How accurate is Shaw's knowledge of Roman History?

(d) A sociological examination of Shaw's concept of modern social problems.

An examination of the reflectivity of the art of Caesar's time and Shaw's time in relation to the social problems.

Available Resources for Humanities 20

Audio Visuals

Language Signs and Symbols
Media and Meaning
Toward the Year 2000
Man the Measure of All Things
Man's Search for Identity

Greek Mythology
Myths and Legends of Ancient Greece
Drama of Classical Greece
Fundamentals of Writing
Early English Drama
The Renaissance
The Renaissance - The Age and its Arts
Elizabethan Age

Approximately 1500 slides (personal)

Textbooks

Tudor Peace - Egan
The Humanities in Three Cities - Fenton
The Humanities in Florence - Fenton
Viewpoints in World History - Feder
Praeger World History of Art
The Shaping of Western Society - Fenton
Europe and the Modern World - Saywell
Civilizations at War - Parry
Ancient World - Tenen
Ancient Times - Breasted
Dimensions of Man
Sociology - Landers
A Social View of Man - King
Autobiography of Malcolm X
Worlds in the Making - Dunstan
There is No Finality - Hunkin
Man's Search for Values - Chamberlin
Dynamics of Change - Fabun
Our Heritage from the Past - Hardy
Ancient Hellas - Lamb
Anthology of Mythology - Lamb
Dictionary of Classical Mythology
Myths - Kerr
Ancient Myths - Goodrich
Gods, Heroes and Men - Rouse
Greek Gods and Heroes - Graves
Mythology - Hamilton
Beowulf - Raffell

The Individual and his Society
Renaissance Italy - Brucker
Renaissance Debate
Feudal Institutions
Shakespeare
    Anthony and Cleopatra
    Caesar
    Henry IV, I
    Richard III
    Richard II
Medieval Myths - Goodrich (Mentor "Beowulf")
One Flew Over the Cuckoo's Nest
Siddartha
Flowers for Algernon
Inherit the Wind
1984
The Godfather
Canterbury Tales
Prose for Discussion
Adventures in English Literature
Man for All Seasons
Caesar and Cleo
Thebian Plays
Aristian Trilogy
Iliad
Odyssey

APPENDIX F

Journalism 33 Program

Proposed Organization

February 18/74

Journalism 33 Program

I. Introduction

Journalism 33 encompasses all aspects of researching, writing, and producing a newspaper. It is intended that the student enrolled in this program will become familiar with the art and technology of modern newspaper production. For example, one of the primary projects will be the writing and producing of the monthly community newspaper COLLOQUIUM. This involves strategy of interviewing, interviewing techniques, story and article writing, journalistic photography, editing, editorializing, photo typesetting and printing. Journalism 33 brings together two closely associated subject areas (English and Graphics) and illustrates the importance of these fields as they affect our lives.

II. Objectives

(a) To provide an alternative approach to improving the language skills of listening, reading, speaking, viewing and writing as they relate to everyday life.

(b) To provide a means for the school to be of service to the community while developing an enriched learning environment for the students.

(c) To integrate the teaching of language skills with the technology of newspaper production.

III. Specific Courses Involved

Students enroling in Journalism 33 will receive credits in:

English 33 (5 credits)
and
I.A. Graphics 20 (5 credits)

IV. Maximum Registration 25

V. Schedule will involve 160-minute periods on alternate afternoons.

APPENDIX G

Physical Education 20

Experimental Proposed Organization

Physical Education 20 - Experimental

Introduction:

The program is intended as a variation of Physical Education 20 incorporating co-educational activities, small group instruction, and contract evaluation techniques.

Objectives:

1. Development of a strong body and soundly functioning body systems.
2. Development of recreational and utilitarian skills.
3. Development of a wholesome interest in physical activities for wise and constructive use of leisure time.
4. Development of desirable standards of behavior and the ability to get along well with other people.
5. Developing the ability to analyze situations and evaluate one's own abilities and limitations.
6. Developing the ability to relate oneself to a situation through fulfilling personal contracts.

Content Areas:

History Terminology	Rules, Officiating Selection & care of equipment variations	Skills & Techniques Games and Strategy
Head up games and fun and enjoyment		

CORE Subjects:

Aquatics
Volleyball
Fastball
Badminton
Skating
Handball
Basketball

Optional:
Dance
Gymnastics

Scope:

CORE subjects are widened to include as many of the following as possible:

Outdoor education
Bowling
Curling
Snooker
Canoeing
Group games
Family games
Tennis
Cycling
Horseback riding
Archery
Golf
Table tennis
Judo
Horse shoes
Riflery
Skiing
Snowshoeing
Field Hockey
Weight training
Tobogganing
Yoga
Cross country skiing
Other

Class Division:

Subject to change according to activity

1. ability - e.g. swimming - swimmers
   non-swimmers
2. male-female - e.g. gymnastics and football
3. co-ed
4. small group

Screening:

It is intended that there not be any screening - however, for the first year students will be asked for interest in such a program from P.E. 10 classes.

Scheduling:

D. Wilson and E. Oberle to have a class last block in morning (together). Field trip time to be made up. Students will enter the course with the understanding that some noon hour time will be used.

Teaching Approach:

Each activity will require instruction, therefore community facilities and resource personnel will be used.

Projects:

The course will have one required project as part of its program. All projects will be submitted in writing and discussed with the instructors.

Some sample projects might be:

1. Areas of the subject not covered in instruction, e.g. History of a specific sport.

2. Teaching projects - an area that the student might have special training in, e.g. Ukrainian Dance.

3. Research Projects - an area that the student may have an interest in that is related to the program and which can be shared with the class.

4. School service - e.g. manager of a team or score keeper - within the school.

Field Trips:

Students who are involved in field trips will be given equal time in order to catch up. Field trip forms will accompany those contracts as needed. Students may be expected to get to specific places on their own - probably by E.T.S. for certain units.

Option Clause:

Students will be able to "opt out" of one unit (only) if they have serious objections to this unit. They will replace the opt out unit with another or become involved in a second project.

Evaluation:

The program will use the contract system for evaluation (samples enclosed). The student can either choose contracts available or make their own in consultation with the instructors.

Financing:

Each contract will have the cost involved. Students will have to understand that there will be "pay as you go" units.

E. Oberle
D. Wilson

Feb./74

APPENDIX H

Literature Review

Reform in Education

Much has been written on the need for change in educational purposes and practices. There are many points of view among the writers in the field. Some authors are quite conservative in their proposals for moderate change within the existing public education system. Other writers are devastatingly critical of schools, and even call for the dismantling of the education system. (Illich, Goodman, etc.)

Maslow (1971:69) emphasizes the need for a new kind of education which would be concerned with developing self-discipline, spontaneity, and creativity at the same time:

> This education will put more emphasis on development of the person's potential, particularly the potential to be human, to understand self and others and relate to them, to achieve the basic human needs, to grow toward self-actualization.

Rogers (1969) believes that the goal of education must be to develop a society in which people can live more comfortably with change than with rigidity. Rogers (1969: 304) suggests a means of achieving the goal:

> A way must be found to develop a climate in the system in which the focus is not upon <u>teaching</u> but on the facilitation of self-directed <u>learning</u>.

Illich holds little or no hope for the redemption of schools. In his plan for the political and economic transformation of society, Illich (1970:32) goes beyond most social critics to call for "the de-schooling of society." He views schools as models of bureaucracies geared to creating docile and manipulative consumers for the larger society.

Goodman (1964) and Rozak (1968) lend support to Illich's position.

Reich (1970:150) is one of many writers who suggest that the individual student is under increasing pressure to submerge his individuality:

> The school is a brutal machine for destruction of the self, controlling it, heckling it, hassling it into a thousand busy tasks, a thousand noisy groups, never giving it a moment to establish a knowledge within.

McLuhan (1972) holds the view that there is a lack of relevance in education. The young student today lives in an electrically configured world where electronic circuits convey integral patterns of information. According to McLuhan (1972:301) schools must change to keep pace with technology:

> Continued in their present patterns of fragmented unrelation, our school curricula will insure a citizenry unable to understand the cybernated world in which they live.

Worth (1972:198) observed in the educational planning report for Alberta:

> What is now going on in the province's classrooms is massive testimony to the utter neglect of the learner's innate ability to solve problems. The objectives we apparently seem to pursue most are those of repetition, replication, and obedience to traditional procedure.

Trump (1972:12) calls for relevance in school programs:

> The school needs to organize instruction so that pupils can discover the large number of options that are available to them in the world of work, in leisure, in further studies, and in all other areas of life.

Goodlad (1971:159) states the need for school to change in order to benefit students:

> Unless schools became significantly more intense, they will fall by the wayside as other institutions and media become the prime educational influences.

Coleman (1972) and Reisman (1956) suggest that the way schools function is closely linked to changes in other formal institutions in society, especially the family and work place, Coleman (1972:227) says:

> As the changes in society occurred the student role of young persons became enlarged to the point where schooling occupies the major portion of their youth.

This has two significant consequences: first, it delays the entrance of young people into the adult society; and second, it changes the method of learning from experimental to vicarious.

INDIVIDUALIZING INSTRUCTION

Much has been written about the concept of individual differences and techniques of coping with the variations found in a classroom. However, this does not mean that significant practices concerning these differences have been implemented. Many schools recognize individuals and attempt to mobilize individualized instruction.

What is Individualized Instruction?

According to Hillson (1971:214) individualization of instruction can mean that the teacher works on a personal, one-to-one basis with each student. This essentially means a tutorial program. Individualization can also mean the tailoring of instruction to the particular needs and

abilities of the student. This may mean the establishment of an individual curricular program within a group framework and/or on an individual basis. The key lies in the context of the usage, for instruction can refer either to the act or the content of instructing.

Zahorik (1969) holds the view that individualization deals with individuality. Its purpose is to recognize, enhance and develop individuality. It is to help individual children to grow in individual ways, to become what they might become, to extend their vision and promise. The goal of individualization is to make unique persons more unique.

The Association for Supervision and Curriculum Development Yearbook Committee (1964) voices the same purpose when it states that the chief object of individualization is the release of potential in individual learners.

Hedges (1967:4) outlines characteristics of an individualized instruction program which would help promote individual student development:

1. Students do not leave one unit and begin a new one until they have attained a pre-determined level of proficiency in the former unit.
2. Students must be allowed varying amounts of time (and practice) to achieve mastery of specific instructional goals.
3. Permitting students to proceed at varying rates necessitates provision for frequent and diagnostically oriented evaluations of each student's progress.
4. The teacher's role changes from being primarily one

of disseminating information to one of

(a) diagnosing pupil needs

(b) planning and preparing each student's instructional program

(c) working with pupils in small groups or individually

(d) supervising teacher clerks, teacher aides, and junior or less experienced teachers.

5. Students become more actively involved in the learning process than before by assuming more responsibility for their own development.

6. With individualized instruction almost every student becomes a teacher part of the time.

7. Our classrooms must be arranged differently in a physical sense.

8. We must begin to apply a "systems analysis" approach to schools as learning centers, (computer based scheduling, CAI, film libraries, CCTV, language labs, to name only a few).

NASSP Model Schools Project

The National Association of Secondary School Principals Model Schools Project is one of the better known approaches to individualized instruction.

The NASSP attempts to demonstrate how a network of schools may change their programs, over a period of years, from relatively conventional ones to comprehensively innovative, individualized instructional and learning programs. The change strategy emphasizes the in-depth involvement of teachers and administrators in their new roles.

According to Georgiades and Trump (1971:168) three basic assumptions undergird the change strategy of the Model

Schools Project to produce significant gains in pupil learning:

1. Innovations often have been superficial rather than real.
2. Innovations have not been adopted in a systematic interrelated totality.
3. In somewhat the same ways that learning is 'individual', change also is 'individual' or 'personal'.

The NASSP model concentrates on a thorough understanding of such concepts as individualized scheduling, independent study, presentations (large-group instruction), small-group discussion, differentiated staffing, teacher and supervisory roles, teacher-counsellors and professional counsellors, curriculum content, learning sequencing, motivation and evaluation.

The NASSP Model provides five basic changes that are considered essential to achieving innovative individualized teaching and learning:

1. Re-alignment of the leadership priorities of the principal. The principal's role becomes increasingly that of an instructional leader rather than a plant manager. He will devote about three-fourths of his working time to improving instruction.
2. An appropriate means of staff differentiation. The instructional staff will be reorganized through the utilization of para-professional workers.
3. A significant change in roles for pupils. Pupils will be allowed more time for independent study to pursue learning activities away from the constant supervision of teachers. The pupil's day will be spent primarily in informal planned learning situations in and out of school.
4. Refinement of the curriculum. The innovative curriculum will deal with the basic areas of human knowledge. These essential materials will be

> increasingly drawn from the real world that the pupil knows. Pupil schedules will evolve with eight large-group presentations and eight small-group presentations per week.

5. More effective use of the "things" of education. The use of money, facilities and supplies will be more directly related to instructional goals and objectives. The model provides for materials input - product output evaluation.

Trump emphasizes the need to make education more humane. He believes that the NASSP Model will lead to more humane experiences for students.

Trump (1972:9) considers the humane school to be one which:

> focuses on options rather than on uniformity in developing and administering policies and practices.

This means that each individual is recognized as a unique person even though the school informs him about model behaviors and procedures. Trump (1972) identifies several issues in humanizing schools: curriculum development, evaluation of pupil progress, scheduling of pupil time, independent study, staff utilization. Trump (1972:15) states: "The school principal, more than anyone else, determines the humaneness of a school."

Herd (1971) and Keller (1972) take positions similar to Trump's on the need for humane experiences in schools.

Hull (1973) uses Edling's Model to compare the selection of both learning objectives and the media to be used in reaching the objectives. When the school chooses the learning objectives and the media to attain them, the category is called Individually Diagnosed and Prescribed

Learning.

EDLING'S MODEL

Media	Objectives	
	(School-Determined)	(Learner-Selected)
(System-Determined)	"Individually Diagnosed and Prescribed"	"Personalized"
(Learner-Selected)	"Self-Directed"	"Independent Study"

If the school decides what the objectives will be but gives the learner freedom to decide how to achieve the objectives, the category is known as Self-Directed Learning.

When the learner chooses the objectives but the media are school-chosen, the category is termed Personalized Learning.

In situations where the student determines both what is to be learned and how to learn it, the category is termed Independent Study.

In reality, it is difficult to fit schools neatly into particular categories.

Four well known approaches to individualized instruction are compared below. Special attention is given to teacher roles, curriculum content, and method of evaluation.

Individually Prescribed Instruction

This is a highly organized approach to individualization in which learning objectives and media for

attaining these objectives are carefully diagnosed and prescribed for each student.

The IPI system has a unique requirement that each pupil's work be guided by written prescriptions.

Role of Teacher

Most of the teacher's time is spent evaluating pupil performance, diagnosing pupil needs, and preparing learning prescriptions for each child. Teachers' aides perform clerical tasks and they constitute a valuable part of the IPI system.

Curriculum

IPI program materials are provided for mathematics, reading, spelling, science and social education. Computer-assisted instruction is also available for teacher in-service education.

Evaluation

In studies which compared IPI schools and matched control schools affective domain data indicated that IPI and control teachers did not have significantly different perceptions of their teaching roles or teacher/pupil relationships. IPI teachers demonstrated a significantly more positive perception of the aide's role. Parents indicated that IPI pupils were more highly motivated, self-directed, and independent than non-IPI pupils.

With respect to the cognitive domain, studies revealed that IPI students achieve as well as or better than

non-IPI students on standardized tests. Following Edling's model, IPI falls into the Individually Diagnosed and Prescribed Learning category. There is some overlap into the Self-Directed Learning area.

Individually Guided Education

This system features the multi-unit organizational structure, a model of instructional programming for the individual pupil, a model for measurement and evaluation, a program for home/school communications, and on-going research and development.

An outstanding characteristic of IGE is its demand for a restructuring of the school organization.

Role of Teacher

The instruction of groups of different aged students becomes the responsibility of teams of teachers and requires changes in the role of principal and teachers. The principal must lend preservice and inservice teacher education activities. He must accept more responsibility for co-operating with teachers in the development of individual instructional programs, horizontal and vertical organization for instruction, role differentiation, group decision making and open communication.

Curriculum

IGE curriculum materials are available in reading, mathematics, and motivational procedures. These materials are matched to the instructional objectives as they are

chosen by the staff for each child according to his individual needs and abilities.

Evaluation

The IGE measurement and evaluation procedures include pre-assessment of the child's readiness, assessment of progress and final achievement. Field test results have been positive but since IGE as a total model requires a complete restructuring of the school organization, schools are likely to adopt and adopt only those parts of the IGE system which fit their particular needs and resources.

There are some marked differences between IGE and IPI: IGE leaves most instructional decisions in the hands of the teachers; IPI materials minimize teacher decision making.

In terms of Edling's Model, IGE seems to fit into all learning categories with heaviest emphasis on Diagnosed and Prescribed and Self-Directed.

Program for Learning in Accordance with Needs

PLAN is a computer-managed educational system in which each student can devise, in consultation with a teacher, a learning program in accordance with his values, interests, and potential abilities.

The PLAN system is organized into sets of behavioral objectives. These objectives are not arranged in a rigid pattern of sequence, the intention is to allow each student to choose his own objectives in conference with his teacher. About five objectives make up a module which constitutes a

two week period of instruction.

Curriculum

School can adopt the PLAN system of individualization to instructional materials and media currently available. The student uses the teaching learning unit best suited to his learning style to achieve the particular objective.

Pupil progress is monitored by specific test questions related to the objectives in a particular module. The computer in PLAN serves an administrative function, scores tests, monitors students' schedules and issues weekly status reports on the progress of students.

Evaluation

Data from early evaluative studies reveal the PLAN teachers spent more time than control teachers in diagnostic and didactic inquiry, facilitating instructional decisions and tutoring in small groups. Thus, PLAN students spent more time in individualized activity than did control students.

In terms of Edling's Model, Project PLAN stresses a programmed set of objectives similar to IGE. A major difference exists between Project PLAN and IGE in that PLAN seems to allow more freedom for pupil choice of learning objectives and modes of learning. In the IPI arrangement, learning experiences are prescribed by the system. Project PLAN stresses teacher and pupil decision making.

These features, along with the computer-managed data system for each student, give PLAN equal emphasis in all of

Edling's categories. As well, PLAN is suitable for individualization in Grades 1 to 12.

The Open Classroom

The open classroom is a less structured approach to individualized instruction than any of the systems discussed here. The primary goals of the open classroom concept are to help children learn how to think, to form judgements, and to discriminate.

The objectives are developmental rather than defined, and focus on quality of human interaction, which in turn leads to achievement in conventional and humanistic terms.

Curriculum

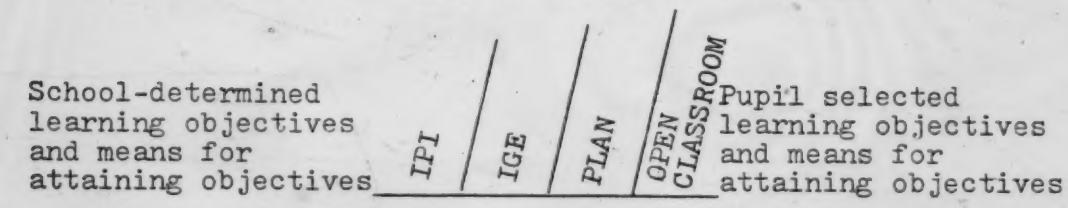
The open classroom curriculum stresses each child's interests and style, plenty of informal verbal interaction among the children, a good supply of concrete materials and an enthusiastic, creative teacher. During the school day, there is a merging of various subjects in the curriculum, and even work and play coalesce. There are generally no required subjects and no required assignments that students must concentrate on.

Evaluation

It seems that students in open schools had more language experience work but less reading experience. More stability was apparent in U.S. traditional classrooms and British open classrooms than in U.S. open classrooms.

According to Edling's Model, the open classroom is heavily weighted toward the Personalized Learning and Independent Study Categories.

CONTINUUM OF INDIVIDUALIZATION PROCEDURES



---

[1]Hull, Ronald E., "Selecting An Approach to Individualized Education", Phi Delta Kappan, Vol. 55, No. 3, November 1973, pp. 169-173.

APPENDIX I

Status of Innovations at LaZerte in 1978

Status of Innovations at LaZerte in 1978

Inasmuch as the data for this thesis was collected in 1974, this description of the status of innovations at M.E. LaZerte Composite High School in 1978 is included to provide updated information.

CORE and Other Experimental Courses

The CORE program was discontinued in September of 1977 due to an insufficient number of interested Grade Eleven students. It seems that the conservative attitude among parents and students caused the demise of CORE.

The following programs are no longer operating: Humanities 20, Jounalism 20, Physical Education (Experimental). They were cancelled mainly because they did not generate enough interest to become established in the school.

The CANOE program is still offered, but on a reduced basis. Classes are held on alternate days for half-day sessions. Successful students will receive eleven high school credits. There are twenty-six students in the CANOE program. One full-time teacher plus one part-time consultant provide instruction. The CANOE program attempts to develop greater understanding and appreciation for Canada's history and especially the heritage of Western Canada.

An extension of the CORE program, Earthbound, is offered for Grade Twelve students. There are fifteen students and one teacher involved. Earthbound is a twenty-credit integrated program in which students utilize the community in

a manner similar to the CORE approach. Earthbound is concerned with life skills competencies such as logical enquiry, communication, and creative competency. In 1977, as part of a challenge project in the logical enquiry competency, two Earthbound students presented a paper to the Northern Canada Pipeline Enquiry.

The Community Related Science Program is an experimental horticultural course based on the CORE integrated course pattern. There are approximately fifty students and two teachers participating in the experimental Science program. Classes meet on alternate half-days for the entire term. Students will receive ten high school credits upon completion of the course. Students are involved in projects such as indoor gardening, terrariums, and hydroponic gardening. The new Science course has co-operation from professional horticulturists and commercial market gardeners. Teachers have organized an advisory committee composed of teachers, greenhouse owners, and parks and recreation workers from the City of Edmonton.

The Londonderry Child Development Center

The Londonderry Child Development Center is operated in M.E. LaZerte Composite High School by the Londonderry Child Development Society. The licensed kindergarten provides a program for children two-and-a-half to six years of age. There is room for forty kindergarten students. LaZerte students still co-operate with the kindergarten through

projects in some English, Drama, and Physical Education classes.

The Community School Co-ordinator

The Community School Co-ordinator is a facilitator for school-community relations. The co-ordinator orchestrates the use of the school for continuing education, and is also in charge of all public relations for the school. The co-ordinator was active in establishing the new community related science course, and is an influence in the development of new curriculum at the school. LaZerte is the only school to hire its own Community School Co-ordinator paid for by the Edmonton Public School Board. This is made possible through a new School Board budgetary policy which allows school administrators to use, as they see fit, the individual school's allotment of funds.

The Department of Inter-Disciplinary Studies

The Department of Inter-Disciplinary Studies was established at M.E. LaZerte Composite High School in September 1977. This inter-disciplinary approach to learning operates under the aegis of the Edmonton Public School Board's policy on alternative education.

A major purpose of the Department of Inter-Disciplinary Studies is to develop a school within the school at the Grade Ten level. There are one hundred twenty students working with four teachers. The students are given experience in a community related learning arrangement similar to the CORE program. The

integrated program makes twenty high school credits available to students who work half-days in the new course grouping.

A Final View of the School

The regular high school program of instruction is offered to the majority of students at LaZerte. However, despite changes in teachers and financial arrangements, LaZerte possesses some features not seen in most high schools. Although the CORE program is no longer operating, the impact of CORE in the school is still seen in the attempts to develop innovative community related courses.